DOCUMENT RESUME

ED 137 539	08	CE 010 436

TITLE	A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency. Three Year Project Report.
INSTITUTION	Wood County Board of Education, Parkersburg, W. Va.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Div. of Vocational and Technical Education.
BUREAU NO	V361161
PUB DATE	76
GRANT	OEG-0-73-5295
NOTE	574p.; Some pages and photographs may not reproduce clearly due to print quality of the original document
EDRS PRICE	MF-$1.00 HC-$30.13 Plus Postage.
DESCRIPTORS	Administrative Principles; Administrator Guides; *Career Education; Comprehensive Programs; *Curriculum Development; Demonstration Projects; Elementary Secondary Education; Fused Curriculum; Information Dissemination; Inservice Teacher Education; Instructional Materials; Learning Activities; Occupational Guidance; Occupational Information; *Program Development; Resource Guides; Resource Materials; Teacher Workshops
IDENTIFIERS	*West Virginia

ABSTRACT

Activities and accomplishments are described for a 3-year project which (1) developed and field tested a Career Education Curriculum Resource Guide (K-14), containing materials which can be adapted for use in the classroom setting. (2) compiled and printed a Career Education Consulting Package for statewide dissemination (specific instruction on the process of initiating career education activities), and (3) established career education resource centers in region V secondary schools. The body of the report (17 pages) includes brief descriptions of major events (workshops), problems, publicity activities, dissemination activities, progress on data collection and evaluation plans and procedures, staff employment utilization, and staff development. Appended to the report are complete copies of the Career Education Resource Guide (K-14) and the Career Education Consulting Package. The resource guide is in six parts: Administrative inservice guide, primary teaching modules, intermediate teaching modules, junior teaching modules, senior high teaching modules, and a group guidance unit with emphasis on self-awareness for secondary students. The consulting package is also in six sections: Counselors, Primary (K-3), Intermediate, Junior/Senior High, Administrators, and Handouts and Transparencies. Also appended is a sample list of materials purchased for the career education resource centers. (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED137539

THREE YEAR PROJECT REPORT

Project No. V361161
Grant or Contract No. OEG-0-73-5295

A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Clarence Burdette

West Virginia Board of Education
Department of Education
Bureau of Vocational, Technical and Adult Education
Division of Vocational Education
Charleston, West Virginia 25305

For the Period July 1, 1973 to July 31, 1976,
total three-year Project report.

CE 010 436

OUTLINE FOR PROGRAM PERFORMANCE REPORTS
ADULT, VOCATIONAL, AND EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) PROGRAMS

PROJECT NO.: V361161	2. GRANT NO.: OEG-0-73-5295

TITLE OF PROJECT: A Design for Establishment of a Career Oriented Education Program Through A Regional Education Service Agency

G[illegible]TEE ORGANIZATION: Wood County Board of Education	5. PROJECT DIRECTOR: Clarence Burdette
PERIOD COVERED: FROM July 1, 1973	TO July 31, 1976

ACCOMPLISHMENTS (*including significant findings*) DURING THIS PERIOD. (*Key to approved project objectives. For educational personnel training programs, include progress made toward placement of trainees and institutionalization of programs.*)

a. Career Education Curriculum Resource Guide -- Item 1 -- Addendum
b. Career Education Consultant's Package -- Item 2 -- Addendum
c. Establishment of Career Education Resource Centers in Region V schools. -- Item 3

MAJOR ACTIVITIES AND EVENTS.

a. Marshall University graduate level courses in Career Education
b. Career Education Workshops conducted in Region V -- Item 4

PROBLEMS.* (*Describe any departures, including timing, from the original project plan; discuss special problems encountered or expected.*)

a. Third-party evaluation change
b. Lack of total administrative committment in Region V
c. Failure to obtain West Virginia University acceptance of graduate level career education classes.

PUBLICITY ACTIVITIES.* (*Itemize all newspaper or magazine articles or other published materials about your project. A copy of each item should be attached. List all visits to the project site by educators from other organizations.*)

a. Pictures -- See Items 5-13
b. Newspaper releases -- See Items 14-22

D[illegible]MINATION ACTIVITIES.* (*Describe method of dissemination; identify recipients of dissemination activities.*)

a. Career Education Curriculum Resource Guide
b. Career Education Consultant's Package

PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES.*

a. Summary of 1st year evaluation
b. Summary of 2nd year evaluation
c. Summary of 3rd year and final project evaluation

OTHER ACTIVITIES.*

a. Commercially produced career education materials purchased for use by schools in Region V housed at RESA V Media Center.
b. "Hands On Workshop" using Singer Graflex Evaluation Units for Region V professionals.

STAFF EMPLOYMENT AND UTILIZATION.* (*Note any changes in staff personnel or staffing plans by additions, departures, or revisions of percentage of time or other commitments to the project.*)

a. Region V area Career Education In-Service Sessions
b. Workshops conducted out of the Region V area
c. Loss of 1 staff member prior to project termination.

STAFF DEVELOPMENT.* (*Describe any inservice training for teachers, counselors, and supervisors and any other activities of a professional nature for project staff.*)

a. Workshops attended by project staff in state
b. Out-of-state workshops attended by project staff
[illegible] National Conferences attended by project staff

*IF THERE IS NOTHING TO REPORT IN THIS SECTION, WRITE N/A.

PROJECT NO.: V361161

GRANT NO.: OEG-0-73-5295

TITLE OF PROJECT: A DESIGN FOR ESTABLISHMENT OF A CAREER ORIENTED EDUCATION PROGRAM THROUGH A REGIONAL EDUCATION SERVICE AGENCY

PERIOD COVERED: JULY 1, 1973 to JULY 31, 1976

7. *ACCOMPLISHMENTS:*

a. *Career Education Curriculum Resource Guide:*

A major thrust of the RESA V Career Education Project has been the development and field testing of curriculum materials which can be adapted or adopted for use in the classroom setting. Career education curriculum units developed in graduate level career education courses through Marshall University were revised by 10 teachers from Roane, Jackson, Wirt, Wood, Tyler, Pleasants and Ritchie counties during a week-long workshop at North Bend State Park. Selected materials from the workshop were prepared for publication as a comprehensive (K-14) Career Education Curriculum Resource Guide and were available for each school in Region V during the 1975-76 school year.

The Career Education Curriculum Resource Guide contains the following: administrative in-service guide, primary teaching modules, intermediate teaching modules, junior high teaching modules, senior high teaching modules, and a group guidance unit.

Many of the commercially produced materials listed in the resource guide are available from the RESA V Career Education Project and the RESA V Film Library.

A complete copy of the Career Education Curriculum Resource Guide is included as an addendum to this report. (Item 1)

b. *A second major accomplishment of the Region V Career Education Project has been to compile and print a Career Education Consulting Package for statewide dissemination.*

This consultant's materials package provides general over-all information (for primary, intermediate, junior high, senior high, counselors, and administrators) giving specific instruction on the process of initiating career education activities at each of the identified levels.

As a result of this activity, 44 counties have received copies of this publication. The remaining counties will receive this package by mail from the West Virginia Department of Education, Office of Career Education.

The Career Education Consulting Package, was also distributed to 115 participants who attended the Statewide Dissemination Workshop in Career Education for EPDA Professional Development held February 5, 6, and 7, 1976. Career education consultants trained as a result of the Consultant Training Seminar during the summer of 1975, presented an overview of the consulting package and gave the participants ample time to become familiar with the contents. The consultants then made recommendations to the participants for the utilization of the in-service package.

It is anticipated that the Career Education Consulting Package (which was designed to be used with the Career Education Curriculum Materials Resource Guide) will permit professionals -- teachers, counselors, and administrators -- to implement a career education program appropriate to meet their needs.

A Career Education Consultant's Package is included as an addendum to this report. (Item 2)

c. The third major accomplishment of the RESA V Career Education Project was the establishment of Career Education Resource Centers in Region V secondary schools. The second year U. S. Office of Education On-Site Review Team recommended that each school establish a Career Education Resource Center that could be utilized by students and teachers. As a result of this recommendation, books dealing with various careers were placed in each secondary school in the Region V area to help establish this Career Education Resource Center.

The decision for materials purchased was made cooperatively by project staff and school personnel.

Through this endeavor, the intent is to have career education materials centrally located for both teachers and students, which will facilitate the use of career education materials in the classroom.

(A sample list of materials purchased for each school can be found in Item 3).

8. MAJOR ACTIVITIES AND EVENTS:

a. Marshall University graduate level courses in Career Education

One of the basic strategies for the promotion and implementation of career education in the project has been through in-service training for teachers and administrators through graduate level classes in career education.

Career education courses have been provided through Marshall University. Classes are promoted at the local levels with assistance from the *project staff. Shown below are the credit courses along with enrollments that have been offered by Marshall University.*

Career Education Curriculum Development	*238*
Practicum in Career Education	*160*
Literature in Career Education	*17*
Advanced Curriculum (Revision)	*10*
Principals' Institute	*30*
Strategies for Developing Career Education	*4*
TOTAL for the 3-year Project Involvement	*459*

The participants developed curriculum materials appropriate to their grade and subject level and then field tested them in their local situation.

Some of the benefits to students and professionals were: students became more aware of the integration of career concepts with subject matter concepts as units developed in the curriculum development and supervised practicum classes were implemented in a field test configuration. Additional benefits were derived as those field tested materials were revised and made available to other geographic areas.

b. Statewide Dissemination Workshop

The Statewide Dissemination Workshop in Career Education for EPDA Professional Development held in Parkersburg, Feburary 5, 6, and 7, was considered a success. Forty-four counties were represented at the workshop and participants consisted of administrators, counselors, teachers, and RESA personnel. Each participant was supplied with a complete consulting package developed by professionals in the eight county Region V area. RESA V trained consultants presented an overview of the consulting package and gave the participants ample time to become familiar with the contents. The consultants then made recommendations to the participants for the utilization of the in-service package. Special presentations were made by Dr. Dave Jesser, representative of the Council of Chief State School Officers, Dr. Alton Crews, of the Charleston County Public School System, Charleston, South Carolina, Robert P. Martin, Department of Education, Dr. LeVene A. Olson, Ray L. Miller, John C. Lorentz, Charles E. Keefer, and Adaline B. Cooper. The workshop was co-sponsored by RESA V Career Education Project, Marshall Univeristy, and the West Virginia Department of Education, Bureau of Vocational Technical and Adult Education.

The purpose of the workshop was to orient the representatives from other counties in West Virginia to the Region V Career Education Model; the major objectives were as follows:

1. *To train 115 consultants to conduct career education in-service workshops in each county in West Virginia.*

2. To disseminate the Region V Career Education Curriculum Materials Resource Guide (previously developed through the U. S. Office of Education and Bureau of Vocational, Technical and Adult Education Exemplary Part D funds) to the participants representing the 55 counties in West Virginia.

3. To make known to the workshop participants a proposed graduate program in career education at the university level in West Virginia.

4. To involve five regional personnel representing the disadvantaged and handicapped in career education.

As a result of the workshop, a total of 115 representatives from 44 counties were prepared as career education consultants. Each consultant received a set of career education materials developed by the Region V Professionals. These consultants were asked to assimilate the data and training into a task-oriented effort to further disseminate the career education concept in their individual counties and regions through in-service training sessions.

c. Consultants Training Workshop

In order to meet the main objective (serving as an exemplary model) that is transportable to the remaining regions in West Virginia, a cadre of career education consultants were trained in a special workshop held at the Route 50 Holiday Inn, Parkersburg. During the workshop, the participants selected and developed materials to be used in a consultant's package. This package will be utilized in in-service training throughout West Virginia.

These consultants will also assist the state coordinator of career education in the task of training other local and regional professional personnel.

Response to the consultant training workshop was excellent with 43 positions filled with teachers, counselors and administrators from all counties in Region V represented.

1. Specific goals of the summer workshop were:

    a. This project workshop will train 50 participants to serve as career education consultants to work with local, regional and state personnel in developing and disseminating career education concepts and materials. In addition, it will familiarize consultants (participants) with final form of curriculum units and in-service materials developed in Region V Career Education classes. (VTE 610, 579, and Principals' Institute).

    b. Plan strategies (materials, visuals, specific correlated techniques, etc.) for short and extended in-service sessions.

c. Plan in-service strategies (communication, overcoming barriers, meeting objectives, body language, etc.) for short and extended in-service sessions.

d. Followup each participant six months after the workshop to evaluate the residual effect or carry through power of the commitments made.

e. To involve state personnel to facilitate and assist in the development of a coordinating system at the state level for use of the trained consultants in the local, regional, and state systems.

2. The product objectives of the workshop was to develop a cadre of career education consultants (comprehensive pool: teachers, counselors, and principals from K through 12) who will be able to do the following:

   a. Present An Introduction to Career Education:

      Rationale
      Definition
      Career Awareness Approach
      Career Orientation Approach - (Participants have gone through classes and know the guidance aspect as it relates to careers).
      Career Exploration Approach
      Career Preparation Avenues Through: college, apprenticeship, armed forces, on-the-job training, work study, trade schools, and technical schools.

   b. Discuss the use of Instructional Resource Units as listed below:

      Elementary
      First Grade
      Second Grade
      Third Grade
      Fourth Grade
      Fifth Grade
      Sixth Grade

   c. Discuss Implementation Strategies:

      Methods
      Materials
      Cost
      Effectiveness

   d. Develop a Career Education Consultant Package:

      Special materials for the package
      Activities and methods of presenting and communicating
      Visuals

c. *Singer Graflex "Hands On" Activity*

Singer Graflex evaluation programs offered the professionals in Region V the opportunity to experience "hands on" activities related to job clusters. This new experience allowed teachers, counselors and administrators to communicate more effectively and realistically with students about the world of work. A very positive response was received from the professionals who participated in the Singer Graflex training and in their opinion, it was felt to be an extremely worthwhile experience. (See Item 4)

d. *North Bend Summer Workshop*

As a result of the North Bend Workshop involving teachers, counselors and administrators from Region V, a major curriculum resource guide publication is now available to all schools in Region V and other counties in West Virginia. This has been one of the major accomplishments of the Project. The guide is a major career education curriculum publication at the levels of primary, intermediate, junior high, and senior high, with special sections for counselors and administrators.

e. *Career Education Institute for Principals*

June 24-28, 1974, the RESA V Career Education Project sponsored an institute for principals of the Region V area. Thirty-one (31) principals, counselors and superintendents attended.

The institute was designed as an orientation to the career education philosophy with keynote speaker Alton Crews, presenting the administrators point of view. Several teachers, counselors and principals, already involved in career education activities, presented their programs.

The participants designed a plan of career education implementation for their local school systems and followed-up by the RESA V Career Education staff.

As a result of this workshop, more schools in the RESA V area became involved in career education activities.

9. *PROBLEMS:*

a. *Third-Party Evaluation Change*

Evaluation is a critical area when new programs are initiated at any level. Usually it is more effective to maintain continuity in evaluation throughout the duration of a project. Formative and summative procedures can generally be designed with more accuracy when the independent evaluator can plan strategies that encompass the project from beginning to completion.

Requests for evaluation proposals were advertised during the first year of a three-year project in Career Education at RESA V. Department of Education officials and representatives from RESA V agreed that it would be advisable to select an independent third-party evaluator who could tentatively be retained for the project duration. Separate contracts would be negotiated independently for each of the three years.

Year one project evaluation was completed by IBEX, Inc. of Durham, North Carolina, with a minimum of problems encountered. The evaluation did leave several questions unanswered because of the absence of background data for comparison. IBEX intended to use the first year data to establish a base line of operations. The second year plan called for rigid comparative analysis of the correlation between achievement scores and career education involvement on the part of students.

Administrative problems inside the IBEX organization were responsible for changes in personnel during the 1975-76 school year. Internal stress created a communication break that prevented proper coordination and analysis of data. The time schedule was extended on three occasions which delayed receipt of the final report for several months. IBEX was not considered as a third-party evaluator contender in the last year of the Region V Project.

b. Lack of Total Administrative Committment in Region V

It has been difficult to gain total administration support for career education infusion at the local school level -- several principals have expressed difficulty in placing career education as a high priority within their buildings due to other county level priorities. The principals and Region V Career Education staff see this as a realistic problem facing the building principal.

In three out of eight counties in Region V, a degree of competition for administrative support for career education does exist. Career Education is in competition for administrative staff support with new programs like Gifted and Talented, Right To Read, and Safety and Education. The Region V Career Education staff has continually made an effort to approach career education with the infusion process, however, this is sometimes a difficult process to demonstrate to county and school administrative personnel. An effort has been made to document the need for career education through school surveys, parent and community involvement, and the local task forces made up of business, industry, and other community persons. It is expected that some continued support will be necessary at either the regional or county level in the future to sustain the career education effort. This continues to be a major concern of the Region V Career Education staff.

Some career education activities in the schools, such as field trips have been cut back because of reduced transportation allocations. The schools within Region V are also facing major power shortages because utilities have curtailed the amount of energy supplied, and have increased power costs. Administration policies have also changed in the use of school building facilities for activities beyond the regularly scheduled class periods.

c. Failure to Obtain West Virginia University acceptance of Graduate Level Career Education Classes.

One of the major goals of the Region V Career Education Project was to provide graduate level in-service education classes at the University level. Marshall University had been involved with Career Education process and evaluation in Lincoln County, West Virginia and it was ascertained that it would be advantageous to ask them to provide the necessary classes.. VTE 610, 579 and 640 were scheduled for offering in Region V. The Region V Career Education Project paid course fees for all students who enrolled from the Region. Student enrollment was higher than anticipated and two courses (VTE 610, 579) were offered on a continuing semester basis throughout the Project. Marshall University agreed to rule that all three career education courses could be used for Teacher Certification renewal purposes with prior approval for the student's advisory.

Difficulty was experienced in negotiating articulation about the acceptance of courses (VTE 610, 579 and 640) for credit on approved programs at West Virginia University. This difficulty has prevented many professionals from participating in the curriculum classes and general career education training programs.

The Region V Career Education staff felt that project acceptance would have been enhanced if West Virginia University policy makers would have accepted the transfer of credit hours from Marshall University.

10. PUBLICITY ACTIVITIES:

See Items 5 through 22 for various newspaper articles and pictures concerning the Career Education Project for Region V.

11. DISSEMINATION ACTIVITIES:

a. Career Education Curriculum Resource Guide

The Region V Career Education Curriculum Materials Resource Guide was distributed to 115 participants who attended the Statewide Dissemination Workshop in Career Education for EPDA Professional Development, held during the month of February.

Since one of the major objectives of the Region V Career Education Project is to make available a career education model that is transportable, it is expected that the Career Education Curriculum Materials Resource Guide will enable all interested counties in West Virginia to correlate career education activities with the existing curriculum.

b. Career Education Consultant's Package

The Career Education Consultant's Package, was distributed to 115 participants who attended the Statewide Dissemination Workshop in Career Education for EPDA Professional Development held February 5, 6, and 7, 1976.

As a result of this activity, 44 counties received copies of this publication. The remaining counties will receive this package by mail from the West Virginia Department of Education, Office of Career Education.

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES:

a. Summary of 1st Year Evaluation

The RESA V Career Education Project was in the first year of a three year project funded under Part D of the Vocational Education Act of 1968. Copies of the original proposal are available for examination at the Office of the Assistant State Superintendent of Schools, Bureau of Vocational, Technical and Adult Education in Charleston, West Virginia, or at the Region V Regional Education Service Agency in Parkersburg, West Virginia.

Based on the results of the 1973-74 evaluation, the evaluation team offers the following conclusions and recommendations:

*** Much of the information obtained during the first project year must be considered as baseline data and as input to project planning and management functions. The evidence relating self concept, ability, achievement and decision making skills is supported by IBEX's research with other projects, and it has broad implications for program design management. Therefore, we recommend that this area of evaluation be given high priority in the future. For example, the contribution made* *by self concept to student achievement has been demonstrated, and specific activities should be directed toward improving the self concept of those students scoring in the lowest quartile on the Self Observation Scales (SOS).*

*** An evaluation feedback conference should be held after this report and the new U. S. O. E. evaluation guidelines have been reviewed, to study in depth the results of the evaluation and their relationship to the new requirements. These requirements will include assessment of: student self awareness, knowledge about work, competency in career decision making, graduate and dropout follow-up, expansion of job preparation opportunities and the allocation of financial resources.*

*** Continuing, structured feedback should be obtained from teachers, students and the community to assess their attitudes and to obtain their inputs regarding the planning and implementation of specific activities.*

b. *Summary of 2nd Year Evaluation*

The second year of the RESA V Career Education Project expanded and refined the activities developed and implemented during the first year.

Student outcomes reflected a generally high level of program effectiveness. In the area of self concept, the primary level project students continued to show significantly higher scores on the self concept measure than the baseline comparison group, and the secondary level students (measured for the first time this year) had scores comparable with those of the primary project students.

With regard to awareness of and knowledge about the world of work, the secondary project students scored significantly higher than national norms on the Career Maturity Inventory.

Decision making skills were represented in the Career Maturity Inventory scores and also in the results of a decision making scale which indicated that project students were at or above national norms for career education students.

A follow up study of 1973 graduates for project schools indicated that most of the graduates (87%) were employed or in further educational or training programs. However, school had very little direct involvement in placement, and most of the survey participants felt that their higher school training was not closely related to their current jobs. Just over half said that career education activities in their senior year helped them in making career decision, and 80% said more career education activities were needed.

The process dimensions of the project were assessed primarily through a teacher questionnaire, which provided a great deal of information on attitudes and activities.

Although most teachers indicated that they were aware of the nature of the project and the available sources of assistance, a significant number appeared unsure of the basic concepts behind career education.

This did not seem to impede their implementation of specific activities and techniques, as shown by high levels of involvement with project staff in numerous activities, and in the frequencies of use of various classroom level functions at all grade levels.

It is not possible to attribute the student outcomes solely to the effects of the project, and there no longer is an available comparison group within the RESA V area, due to the scope of the project and the general acceptance of the basic concepts of career education.

Therefore, the evaluation of the third, and final year of the project should be focused on the improvement of student outcome levels over the baseline values. This further implies valid relationships among the domains of the instruments, the project activities, and the project objectives. These are relationships which need ongoing refinement, and which should draw heavily on feedback from the project participants.

Although more teachers participated the second year, the average activity level was somewhat lower than the first year for project teachers. Also, teachers complained about a shortage of materials and inservice training. Students also felt that more career education activities were needed and that they should be directed more toward the existing job market.

It appears that the project has created a broad level of interest and awareness in career education. However, the level of project resources may not be adequate to meet the demands of teachers and students. If that situation continues, much of the work done to date will be wasted.

Based on the evaluation of the first two years, of the RESA V Career Education Project, the evaluation team made the following recommendations:

*** Concentrate project resources on fewer teachers and students, with the aim of developing and improving a limited number of successful activities and techniques and a cadre of trained teachers.*

*** Use the student assessment instruments as diagnostic tools and tie objectives and activities more closely to the instruments.*

*** Review the completed teacher survey forms and classroom level student test results to identify teachers/techniques/activities to receive resources in the last year of the project.*

c. *Status Report on the Third Year and Final Project Evaluation*

The West Virginia Department of Education and RESA V retained IBEX, Incorporated, Durham, North Carolina to perform the first and second year third-party project evaluations, with the option of retaining said evaluator for the third year.

However, due to major internal changes of executive personnel in the company, and due to extreme difficulty in obtaining the second year report the decision was made to change evaluators.

A contract was negotiated with the Educational Research and Field Services, West Virginia University for the third and final project third party evaluation on February 27, 1975. The strategy upon which the design for this evaluation is summarized as follows:

1. *visitation of representative project sites by evaluators*
2. *assessment of teachers' and principals' attitudes and practices regarding career education*
3. *collection of background information and pertinent data*
4. *testing of students of high and low participating teachers*
5. *other assessment indexes of project achievement*

The RESA V Career Education staff were cooperatively involved with the staff of Education Research and Field Services in the evaluation process, as outlined in the design document. Jay Boulter, representative of the Education Research and Field Services made a progress report to the U. S. O. E. On-Site-Review Team on May 19, 1976 concerning findings to date of the 3-year evaluation.

Foreseeing the acquisition of all necessary records and test results and availability of the necessary student population, the evaluators anticipate the completion of all data gathering before the conclusion of the school year in June. Subsequent analysis of data and interpretation of other assessment measure will be completed during the months of June and July with the final report submitted to the RESA V Career Education staff by July 31, 1976.

13. *OTHER ACTIVITIES:*

a. *Commercially produced career education materials purchased with project funds for use by schools in Region V were permanently housed at the newly established RESA V Media Center. Career education materials placed in the Media Center include books, brochures, pamphlets, film strip kits, kits, manuals and tapes.*

Career education films and film kits purchased with Project funds were placed in RESA V Film Library. Many of these materials were listed as resource material in the Career Education Curriculum Materials Resource Guide.

These materials will continue to circulate to all schools in Region V of West Virginia to facilitate the continuation of career education into the education system.

b. *"Hands On Workshop" Using Singer Graflex Evaluation Units for Region V Professionals.*

One of the important activities utilized to implement the priority goals of the 1974-75 school year was the Singer Graflex evaluation model. After considerable deliberation, the Region V Career Education staff felt that it was necessary to involve a greater number of professionals in the region in a career awareness and exploration experience. Several alternatives were considered using the Singer Graflex evaluation model. It was decided to set up a minimum of two units in regionalized vocational facilities where professionals could go and receive a meaningful experience so they could in turn make this additional information available to students at the classroom level.

Some benefits to be expected by students and professionals were: that professionals will be more knowledgeable in the relationships of academic subject areas, as they interrelate with career skills areas, and that students will have a more specific understanding of the necessary academic and manipulative skills for entry into the world of work.

A detailed description of Singer Graflex evaluation model is included as Item 4.

14. *STAFF EMPLOYMENT AND UTILIZATION:*

a. *Region V Area Career Education In-Service Sessions*

The Region V Career Education staff conducted 173 in-service workshops within the area over a 3-year period. The workshops involved orientation to the RESA V Career Education Model which emphasized the following components:

Career Education Awareness (1-6)

Career Orientation (7-8)

Career Exploration (9-10)

Career Preparation (11-14)

Intensive Guidance and Counseling (9-14)

In addition, the films "I Want To Be", "Career Education", "Pack Your Own Chute" and "The Eye of the Beholder" were used to give participants a greater understanding of the career education philosophy.

A mobile unit was utilized as a portable media center to house and distribute career education materials, purchased by the career education project for use by professionals in Region V.

b. *Workshops Conducted Out of Region V Area*

1. *West Virginia Wesleyan College*

On February 24, 1976, the complete Region V Career Education Project staff was asked to present a major in-service workshop to elementary and secondary student teachers completing their course work at West Virginia Wesleyan College, at Buckhannon, West Virginia. The major objective of the workshop was to present an awareness level program in career education and also provide each participant with necessary materials including curriculum guides to implement career education in the practice teaching sector of their training.

The process approach to the workshop was as follows:

A group/regroup strategy was used whereby general guides of information was provided at the opening general session and the breaking into small groups with individual group leaders in career education providing resource materials and implementation strategies at the classroom level. The materials given to each participant was to be available for that person's use as they went into the field performing their practice teaching duties.

The results expected from the workshop were that each individual student teacher would now be exposed to the basic career education philosophy, as well as have a better grasp of the need and benefits to students who have an opportunity to become involved in the career education process. A general workshop evaluation was administered and the results were positive. As a result of this workshop, additional requests for materials and information have been received from both the college and students who were present during the workshop. At least one materials resource center has been set up by students attending the workshop which can be attributed directly to the information provided by the project staff.

2. Edinboro State College

   One staff member conducted a 4 hour career education workshop at Edinboro State College, Edinboro, Pennsylvania. Participants of the workshop were graduate students working on degrees in guidance and counseling plus interested counselors from the area. The program consisted of 3 sessions with participants receiving information on the RESA V Project plus printed materials that would enable them to set up their own career education project in their local school systems.

3. One staff member presented the concept of the Region V Project at Career Education workshops in Wyoming, Taylor, Boone, Marshall, Brooke and Ohio counties.

4. One staff member presented a group session on attitudes and value systems at a career education workshop in Ohio County designed for the gifted and talented. Participants of the workshop were counselors from the Region who were interested in counseling gifted and talented students on career choices.

5. Two staff members presented the RESA V Project progress to counselors and administrators at workshop at Blackwater Falls and Boone County.

c. Loss of One Staff Member Prior to Project Termination

The Region V Career Education Project originally began operations with one project coordinator and three field coordinators and one full-time secretary. On March 3, 1976, one field coordinator resigned to take a full-time position in private business. However, this attrition of one staff member left an area of two counties, which was redistributed in terms of responsibility for career education activities to the project coordinator, who assumed responsibility for Jackson and Roane counties. This additional responsibility, in addition to the already existing staff conditions, covering a large area does present a difficult problem in the amount of concentration in each area. (Because of the three month project duration, the one staff member was not replaced).

15. *STAFF DEVELOPMENT:*

a. *The Career Education staff attended statewide workshops involving counselor techniques in dealing with students on group or individual basis concerning personal problems, acadcmic problems, career choices, etc. The philosophy of career education was an integral part of the workshops with main emphasis being placed on personal value systems and how they relate to the world of work.*

The Project staff also attended dissemination workshops in the state where different career education projects disseminated information about procedures and philosophies of their work. These sessions were generally "show and tell" sessions.

The Project staff attended statewide conferences where the career education concept was presented on an orientation basis. These workshops generally employed the use of large group consultant speakers with small group work sessions following. One workshop involved "hands on" activities where participants were able to actually get their hands into the feel of things such as auto mechanics, refrigeration, etc.

The Career Education staff visited one career education project (Beckley) to view materials and procedures employed and to observe students involved in career education type activities. The tour of the project area was most beneficial with respect to type of materials and activities that could be utilized in Region V.

b. *Out-of- State Workshops Attended by Project Staff*

A tour of Pittsburgh, Pennsylvania vocational and technical schools permitted the staff to view first hand the offerings and opportunities for students at these schools and also the career education activities coordinated between the schools and the area served.

Tour of the U. S. Naval Recruitment Center, Orlando, Florida, allowed the staff members the opportunity to assess the education programs available to students when they enter the navy.

c. *National Conferences Attended by Project Staff*

One directive identified in the original Part D exemplary project funded in Region V is as follows:

Project staff will participate in both state and national level conferences designed to disseminate results of this and similar programs. Activities of this project will be coordinated.

In keeping with this directive, project staff have continued to be involved in State and National Conferences on Career Education.

1. The entire career education staff toured the Naval Training Center, Orlando, Florida, September 26, 27, and 28, 1973. This navy base is a model training center for naval recruits. The trip was sponsored by the United States Navy.

2. APGA -- One staff member attended the American Personnel and Guidance Convention in New Orleans, Louisiana, on April 8-12, 1974. Materials associated with career education were on display in Rivergate Convention Center.

3. One staff member attended the International Reading Workshop at New Orleans, Louisiana, May 1-4, 1974. Dr. LeVene A. Olson, of Marshall University, who was very active in Region V Career Education graduate level courses and workshops gave a major presentation at the meeting.

4. The entire career education staff toured 5 Pittsburgh area vocational and technical schools (June 11-12, 1974). The tour sponsored for members of the West Virginia Personnel and Guidance Association included visits to the following schools: Duffs Business Institute, Pittsburgh Art Institute, Vale Technical Institute, Pittsburgh Institute of Aeronautics, and Penn Technical Institute.

5. The RESA V Career Education Project staff members attended the first Career Education National Forum held May 11, 1975, at Ohio State University, in Columbus, Ohio.

   The forum was sponsored by the National Institute of Education to allow leaders of the career education movement throughout the nation to meet and exchange ideas.

   The meetings were highlighted by presentations from Dr. Sidney Marland, former United States Commissioner of Education, and Dr. Kenneth Hoyt, currently Associate Commissioner of Career Education. In addition, Congressman Albert Quire of Minnesota discussed the growing support in Congress for the career education concept.

6. The Project Director served as a Career Education Consultant to the Council of Chief State School Officers National Conference held in Phoenix, Arizona, May 2-4, 1976.

   At the conference, "Separate Interest Work Groups" concerned themselves with one of four topics:

   a. Work with advisory councils
   b. Organizing and conducting needs assessment
   c. Developing appropriate evaluation techniques
   d. Steps in Implementation

Each work group prepared a brief (four page) paper on each topic explored and these were summarized in the final session. Copies were made available to all career education State Directors and other participants at the National Conference.

Item 1

CAREER EDUCATION
CURRICULUM MATERIALS
RESOURCE GUIDE

REGIONAL EDUCATION SERVICE AGENCY
REGION V

1210 THIRTEENTH STREET
PARKERSBURG, WEST VIRGINIA

**RESA EXECUTIVE
BOARD MEMBERS**

Mr. Dorsey Scott
Mr. Larry Gainer
Mr. James Brown
Mr. Charles Cline
Mr. John Kingery
Mr. J. Paul Siegrist
Mr. Jackson Flanigan
Dr. Samuel Bailey
Rev. Robert Park
Dr. Phil Suiter

Mr. Harry M. Laing, Executive Director,
RESA V
Mr. Ray L. Miller, Project Coordinator
Mrs. Adaline B. Cooper, Field Coordinator
Mr. John C. Lorentz, Field Coordinator
Mr. Charles E. Keefer, Field Coordinator

**WEST VIRGINIA DEPARTMENT OF EDUCATION
CLARENCE BURDETTE, ASSISTANT SUPERINTENDENT
BUREAU OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION**

APRIL 1975

DISCRIMINATION PROHIBITED—Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or an activity receiving Federal financial assistance."

The Regional Education Service Agency, Region V, Career Education Project and evaluation activities were conducted in compliance with this law.

The opinions expressed in this document are those of the author and do not necessarily reflect the position or policy of the United States Department of Health, Education and Welfare and no official endorsement shall be inferred.

PREFACE

A major thrust of the RESA V Career Education Project has been the development and field testing of curriculum materials which can be adapted or adopted for use in the classroom setting. This project was funded under the provisions of Part D of the Vocational Educational Amendments of 1968 and was initiated in Region V at the beginning of the 1973-74 school year. Counties participating in this project include: Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt and Wood.

This document represents the efforts of Region V professional personnel (teachers, counselors and administrators) in developing a curriculum integrating career education with traditional school subjects.

These materials represent a supplemental guide for a comprehensive approach to career education that includes in-service designs, guide for administrators, teaching modules and group counseling sessions. Suggestions for integration of school and community resources are met through utilization of resource speakers and tours of local institutions.

In order for career education to be successfully integrated, it takes the combined efforts of school officials, parents, and the community working together to provide education experiences for students. Fortunately, for many children and youth in Region V, these groups are receptive to this career education approach.

This project was conducted through a grant from the State Department of Education Bureau of Vocational, Technical and Adult Education.

DANIEL B. TAYLOR
State Superintendent of Schools
Department of Education

April, 1975

TABLE OF CONTENTS

Title Page i
Preface iii
Introduction v
Acknowledgments vi

Part I—Administrator's In-Service Guide

Introduction 1
Justification of Career Education 3
Background Information on Career Education 5
A Definition of Career Education 6
Program Goals and Objectives for Career Education 7
Integration and Correlation of Career Education 9
Student Goals and Objectives for Career Education 11
Process Objectives (Learning Activities) for Career Education 13
Occupational Clusters and Career Education 15
Format for Career Education Modules 16
Developing Career Education Modules 17

Part II—Primary Teaching Modules 19
People (Self and Others) 20
People Who Work In Schools 29
People Who Work For City Government 45
People Who Work For The Postal Service 56

Part III—Intermediate Teaching Modules 69
People Who Work In The Trucking Industry 70
People Who Work In Television 77
People Who Work In Department Stores 85
People Who Work In Weather Forecasting 92

Part IV—Junior High Teaching Modules 99
People Who Work In Environmental Careers 100
People Who Work With Music 111
People Who Work For The Newspapers 123
People Who Work In Construction 137

Part V—Senior High Teaching Modules 167
Job Seeking Skills 168
People Who Work In Recreation 176
People Who Work In Computer Science 183
People In Public Service 190
Group Guidance Unit With Emphasis Upon Self Awareness 197

INTRODUCTION

A major thrust in career education is in progress in many parts of the country with several federal, state, and local projects in operation. RESA V Career Education Project in Parkersburg, West Virginia is one of these. The project began operations on July 1, 1973, and will be concluded June 30, 1976. As a result of this project, the materials in this book were developed by professionals in the Region V area. Although many professionals at local, state, and national levels assisted with the development of the materials, special recognition is given to Dr. LeVene A. Olson of Marshall University who played an instrumental role (in conjunction with the project staff) in the development of these materials).

The materials in this book are to be used in an integrated process within the existing curriculum and can be adopted as is, changed, or used in part, at the option of the teacher(s) involved.

Counties involved in RESA V are: Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt and Wood.

ACKNOWLEDGEMENTS

The Career Education Staff in Region V would like to thank the following professionals whose ideas and hard work have made this publication possible:

Teachers of VTE classes:

Dr. Joseph Freund
Keith Smith
Dr. James O'Hara
Dr. LeVene Olson
Dr. Everette Harris

Consultants:

Dr. Alton C. Crews
Harry Laing
Kenneth Hart
Robert Eakins
Doris Waldeck
Robert Murray
Larry Hattman
Dr. LeVene A. Olson
Richard Cassidy
Donzil Eddy

Special workshop participants:

Robert Martin
Harry Laing

North Bend Workshop—Curriculum Units Editing Committee:

Paula Cottle
Susan Armstrong
Lewis Ray Cottrill
Betty Fleming
Annie Langford
Lois H. Marks
Grace Nocida
Mary L. Gramlich
Sandra Hayes
Sharon Gouckenour

State Department Personnel:

Robert Martin
Louis Loudermilk
Glenn Smith

Secretarial Assistance:

Joyce Kroeger
Rita Cameron
Vicki Collins
Janet Romanowski
Karen Kibble
Peggy Norman

CONTRIBUTING WRITERS TO THE CAREER EDUCATION UNITS:

REGIONAL EDUCATION SERVICE AGENCY
REGION V—CAREER EDUCATION PROJECT
ACKNOWLEDGEMENTS

Linda Adams
Belinda Ambro
Charles Ankrum
Margaret Arnold
Edgar Backus
Calvin Bailey
Lawrence Ball
John Bates
Gary Battin
Doyl Beal
James Belknap
Clarice Bever
Phyllis Beverly
Jeannette Bird
Linda Board
Loretta Boggs
Jerri Braden
Roger Brady
Linda Braun
Thomas Braun
Beverly Brookover
Donald Brookover
Larry Brothers
Joyce Brown
Carolyn Buchanan
Stanley Bucklew
Joann Bumgarner
Robert Butler
William Butler
Lenora Cales
James Cameron
Eleanor Carder
Olivene Chandler
Neva Cochran
Nancy Conley
Russell Copeland
Lewis Cottrill
Joyce Crawford
Tina Cremeans
Mary Crissman
Jean Cronin
Raymon Cunningham
Patrick Cummings
Darel K. Custer
Robert Cutlip
Frances Davis
Kenneth Davis
Richard Davies
Gregory Dodd
Margaret Duerr
Virginia Eagle
Robert Eakins
Donzil Eddy
Margaret Eddy
Anna Exline
David Feola
Keeling Fife
Sherian Figard
Bobbie Fisher
Betty Fleming
Terri Foglesong
Helen Garrett
Mary Giebell
Betty Goertler
Patricia Goff
Sharon Gouckenour
Marlene Grady
Mary Gramlich
Helen Harris
Ray Harris
Kenneth Hart
Michael Hattman
Robert Hattman
Michael Hayden
Sandra Hayes
Jane Hayhurst
Elizabeth Henry
Sonya Hescht
Elouise Hicks
Calvin Hileman
Carol Howard
Frank Hughes
Lola Hunt
Ruth Hutchinson
Alberta Ireland
Sarah Jarrett
Fannie Johnson
Jack Jones
Barbara Jorgeson
Barbara Kaye
Nancy Keefe
James Kelley
David Kinison
Glada Kinison
Claudia Krebs
Jack Langford
Shirley Layne
Otis Leggett
Lloyd Lemasters
Barbara Leone
Mary Lou Lilly
Edward Livingston
Pat Lloyd
David Long
Bruce Ludford
Juanita Marks
James Martino
Jenny Matta
Donald Melton
Kathrine Metallides
Laura McGee
Barbara McGuire
Eleanor McKay
Carolyn Miihlbach
Judith Miller
Mary Jo Moore
Joseph Morrison
Roy Moss
Kwana Munday
Robert Munday
Sharon Neely
Cathy Nestor
Thomas Nichols
Grace Nocida
Joy Noland
Catherine Nutter
John Nutter
Roderick Oldham
Ellyn Parsons
Larry Parsons
Toni Parsons
Patricia Perry
Helen Pettit
Ronald Pittman
Dewayne Poling
Vivian Poling
Judith Posey
Gary Prater
Betsy Putnam
Cora Quick
Doris Radabaugh
Mary Radabaugh
John Ray
Larry Richards
Fuller Richardson
John Riddle
Paul Rippe
Victoria Roark
Carl Rose
Linda Royse
Juanita Runnion
Elizabeth Seymour
Richard Schaffer
Janet Schusler
Gary Shamblen
Martha Shaver
Roger Shaver
Beulah Shelton
Vera B. Shira
Susan Shorr
Lowell Sims
Clare Snyder
Bonnie Smith
Carolyn Somerville
Alice Spiker
Brada Spiker
Ronald Stalnaker
Heilman Stewart
Lora Stone
Kathryn Stoops
John Swarr
Betty Talbott
Garnet Thomas
Jane Thomas
Frederick Thorpe
Patsy Van Meter
Louise Villers
Doris Waldeck
James Waldeck
Nancy Warner
Christine Washburn
Shirley Watson
Alma Wharton
Robert Wheeler
Janet White
Richard Wildt
Michael Williams
Wilton Williams
Josephine Wilson
Sharon Wood
Wendy Wood
Jewell Woody
Ann Zickefoose
Ellen Zimmer

ADMINISTRATOR'S IN-SERVICE GUIDE

INTRODUCTION

Planning for the in-service of educators who are currently in service of the local education agency is based upon how the planner views those who are to be provided with in-service. If teachers, counselors, principals, and supervisors are viewed as incompetent, in-service efforts will be remedial in nature. When the above premise is used as the basis for in-service, the approach used is usually quite impersonal with very little involvement and commitment on the part of those receiving the in-service. On the other hand when educators are viewed as professionally competent individuals who can be assisted in their continuous intellectual growth, in-service will be oriented differently. The approach to in-service which is suggested in this publication is based on the following assumptions:

1. Educators are self directing.
2. Educators are professionally competent.
3. Educators are intellectually curious.
4. Educators are interested in professional growth.

These assumptions dictate that in-service be planned and conducted in a climate which will support professional growth by providing educators with an opportunity for personal involvement, ego support, social mobility, introspective articulation, feedback, and professional dialogue. A method of providing the kinds of experiences which are based on the above assumptions requires that a dual focus be employed. The in-service should possess both process (human relations) and task (planning, development, implementation) functions.

Many worthwhile innovative programs fail because of inadequate attention to the human relations or process phase of the venture. Although technical and informational components are often highly functional and relevant, process problems may intervene to minimize the potential effectiveness of the effort. In order to avoid this barrier to program implementation, in-service with a dual emphasis designed to focus on both the process and task elements of program implementation and change is suggested. (Volumes I through IV of the Handbook of Structured Experiences for Human Relations Training is one of the best sources available for practical approaches to human relations.) When time permits, the first in-service session should open with the process focus and then move into the task component. The specific areas on which the first session should focus are staff and group development, team building, and the creation of a consultative helping relationship between staff and teachers, counselors, and principals. Experiential situations may be created which allow participants to learn first-hand about effective communications, consulting problem solving, planning, feedback, group decision making, and team work.

Data gained from verbal contact with educators indicate that the two-pronged (process and task) approach of the in-service results in the development of a cohesive, committed team of teachers, principals and central staff personnel unified around the career education concept with skills in the technical or informational aspect, as well as competence in such process areas as communications, cooperation, and problem solving. This combination can be the key to a successful project which facilitates central staff and building staff integration and accelerates the development and maintenance of teamwork and consensual behavior.

The focus of much of the in-service is on the development and implementation of career education units which are supplementary to the existing curriculums. The units are an approach to systematically developing and inserting career education learning experiences into existing school subjects.

Educators must recognize that curriculums and curriculum units provide the climate in which teachers are able to function. The career education units may suggest learning experiences, which appear to be meaningful for students; yet the units in and of themselves will not guarantee relevant learning experiences for children and youth.

The teacher's role is of central importance in the education of children and youth. The teacher possess the ability to take mundane learning experiences and transform them into meaningful learning experiences by being sensitive and responsive to the needs and concerns of children and youth.

One of the basic assumptions mentioned earlier is that educators are professionally competent individuals. Yet, because educators are sensitive to the needs and concerns of children and youth, they seek ways to grow professionally. Hopefully, effective in-service and the development of career education units will help create a climate in which educators can become more responsive to the needs and concerns of children and youth.

Educators possess a vast store of knowledge of course content and considerable expertise in teaching methodology. Because of this expertise and the evolving nature of career education, the climate for in-service should be contemplative rather than authoritative. The structure of the experiences afford educators the opportunity to answer the questions: What? So What? and Now What? Briefly, these questions relate to:

1. WHAT is career education?
    - 1.1 How does it relate to my students?
    - 1.2 How does it relate to subject?
    - 1.3 How is it taught?
    - 1.4 How does it relate to the community?
    - 1.5 How will I find time to teach it?
    - 1.6 How does it relate to the changing career world?

2. SO WHAT difference will it make for the student?
   2.1 Does it make school more meaningful?
   2.2 Does it increase academic achievement?
   2.3 Does it increase the maturity of students?
   2.4 Does it decrease cultural shock?
   2.5 Does it promote self understanding?
   2.6 Does it help students make decisions?
3. NOW WHAT can I do to implement career education?
   3.1 Will I receive assistance from supervisors?
   3.2 Will additional materials be made available?
   3.3 Will community personnel be involved?
   3.4 Will I be required to cover certain topics?
   3.5 Will I be able to alter curriculum materials?

The process in which educators are involved during the in-service requires that adequate information about career education and ample opportunity be provided to clarify the information through discussion and questions. Educators must interpret the information as it relates to the realities of the school and place a value judgment on the concept of career education. Based on the value judgment, educators are asked to make a commitment to the development, implementation, and evaluation of career education.

The purpose of the "Administrator's In-service Guide" is to provide information concerning the concept of career education which may be used in the Local Education Agency's in-service efforts. The remaining part of this section consists of information sheets which may be reproduced and distributed to educators attending in-service sessions.

The information sheets are as follows:

No.	*Title*
1.	Justification for Career Education
2.	Background Information on Career Education
3.	A Definition of Career Education
4.	Program Goals and Objective for Career Education
5.	Integration and Correlation of Career Education
6.	Student Goals and Objectives for Career Education
7.	Process Objectives (Learning Activities) for Career Education
8.	Occupational Clusters and Career Education
9.	Format for Career Education Modules
10.	Developing Career Education Modules

JUSTIFICATION FOR CAREER EDUCATION

Growing up has not been an easy process at any time in history. Growing up in today's exceedingly complex society has become a very difficult process. Children and youth are bombarded with information because of sophisticated communications technology. As a result, children and youth are rich with information. Children and youth have an abundance of books, pamphlets, etc. at their disposal. Paradoxically though, they are experience poor. Children and youth are often not involved in adult kinds of activities which help them understand themselves, education, or the world of work.

Because children and youth are educated within the confines of the four walls of the classroom in a traditional manner, many students do not know who they are, where they are going, or how to get there. Many students have not been provided with experiences which allow them to make and implement accurate choices about the present and

The public school plays a vital role in the development of the student. The student develops physically, mentally, and emotionally. These developments are related to the student's future role in society. If proper experience related to self understanding, educational endeavors and career potential is not provided to the student, career development does not keep pace with physical development. Students do develop attitudes toward self, education, and careers. Yet, many students are not provided with the experiences for proper development. As a result, few students understand themselves, or the relationship between education and work.

The cost to society of providing an education which is suited to neither the student needs or societal needs are tremendously high. Society is drained of resources for every individual who cannot successfully cope with self, education, and/or employment. The unemployment lines, welfare roles, drug centers, and mental institutions are filled with individuals who have not been provided with the experiences which are necessary to successfully meet and overcome challenges and allow the individuals to become contributing members of society.

School systems utilize taxpayers money to educate children and youth. It is expected that youth leaving school will possess the necessary competencies (attitudes, skills, and knowledge) to effectively function in a work oriented society. In the past, very few career or work oriented courses were offered and then to only a small percentage of the students.

The paradox exists. On the one hand, two few courses have been career oriented and then only at the upper high school levels. While on the other hand, all students eventually enter the career world through paid or unpaid work. For most students, the effort has been to little, too late.

An innovative educational approach which possess the potential to revitalize the formal educational system has developed recently. The high degree of receptivity by educators to the approach called career education is due to many forces in society. Parents, the business and industrial community, educators, and students are becoming increasingly concerned about the lack of relevance of education for children, youth, and adults. These concerns stem from numerous experiences related to:

1. The absence of relevant experiences which provide for self understanding and self acceptance. Many children, youth, and adults in today's society lack a clear identity of themselves and fail to understand how or where they fit into the social, career, and educational structure.

2. The increased mobility of youth and adults has enhanced employability but has resulted in cultural and career shock for many. Students are not aware of the expectations of various social settings and of various careers. Through mobility, youth and adults are hurled into a society which contains many unknowns for them.

3. The increase in technology has affected the employability of youth and adults. On the one hand, a large number of youth are available for work yet they do not possess the competencies to qualify for the technical occupations which often to unfilled.

4. The educational system has been oriented toward college entrance requirements. The system may meet the needs of the students who will enroll in college but for the majority of students, the present system does not provide them with the competencies needed.

5. Dissatisfaction with work roles is prevalent. This has often resulted from a lack of experiences related to abilities, aptitudes, needs, likes, etc. and a lack of knowledge about the options available in the labor market. In some cases, the dissatisfaction by workers has resulted in sabotage.

6. A large number of youth who drop out of school lack entry level employment skills. Many of these students indicate that they will under no circumstances re-enter the educational system. Unemployment rates for those who leave the educational system early are usually quite high.

7. Dissatisfaction with the career opportunities available to women exists. Schools have systematically encouraged female students to enroll in certain courses only. This process has tended to channel female students into a limited number of careers.

8. Information and experience which provides a broad understanding of the range of career options available to the students is not available to many students. The result in many cases has been that youth has had to explore careers through numerous jobs following high school graduation. This exploration for many comes at a time when the young adult is taking on new responsibilities. The end result for many is underemployment.

9. A reduction in family size and place of residence has resulted in fewer significant relationships for children, youth, and adults. In the past, awareness of self, education, and careers was a by-product of interaction among members of the family. Presently, teachers are becoming more significant to students.
10. Many children, youth, and adults lack an understanding of the relationship between education and work. Educators often assume that children and youth inherently understand the value of school subjects and their relationship to the world outside the classroom. The result has often been a lack of interest in school and a failure to recognize the value of education.

Due in large part to the above concerns, legislation was passed in the 1960's which provided legitimacy to a process of education which addresses itself to these concerns. Research and development is being encouraged so that more relevant methods can be found to educate the children, youth and adults.

BACKGROUND INFORMATION ON CAREER EDUCATION

Career education has been and is being provided to students by many excellent teachers. Career development has been of concern to many educators in the past. Organized efforts to plan, develop, and implement career education have existed since the middle 1960's. Former Assistant Secretary of Education, Dr. Sidney P. Marland, Jr., has been the chief advocate of the new emphasis called career education. Dr. Kenneth B. Hoyte is the Associate Commissioner for Career Education in the U. S. Office of Education. In West Virginia, Mr. Robert P. Martin is the State Coordinator for Career Education.

Through publications, conferences, in-service meetings, and personal contacts, the concept is being illustrated to interested parties for critical analysis. The result has been that increasingly large numbers of the state department personnel, university personnel, business and industrial personnel, local administrative personnel, and teachers are actively supporting career education efforts.

Career education has been promoted across the Nation by providing federal and state funds for development, implementation, and evaluation. This purposeful approach has yielded career education models, in-service education programs, curriculum designs, delivery systems, and evaluation techniques. The purpose of the developmental approach has been to allow local education personnel inputs into the discovery of an approach which provides relevance to education. These approaches are subsequently evaluated for their effectiveness. The intent is to allow local education agencies to adopt and adapt these components from projects which have demonstrated their effectiveness.

The four broad types of projects are the (1) School-Based Comprehensive Career Education Model (CCEM), (2) Experience Based Career Education Model, (3) Home-Based Career Education Model, and (4) Residential-Based Career Education Model.

The purpose of the School-Based Comprehensive Career Education Model is to infuse career development concepts into all courses of study from kindergarten through the twelfth grade. The contractor for this model is the Center for Vocational and Technical Education at Ohio State University in Columbus, Ohio. This model is being developed, implemented, and evaluated in Atlanta, Georgia; Hackensack, New Jersey; Jefferson County, Colorado; Los Angeles, California; Mesa, Arizona; and Pontiac, Michigan.

The purpose of the Experience-Based Career Education Model is to utilize the community for the development of career planning, guidance, and learning resources for students age thirteen to eighteen. The contractors for this model are the Appalachia Educational Laboratory, Far West Laboratory for Research and Development, Northwest Regional Laboratory, and Research for Better Schools, Inc.

The purpose of the Home-Base Model is to provide career development experiences to home bound children, youth and adults. It's focus is on the development of self understanding and career potential.

The purpose of the Residential-Based Career Education Model is to provide counseling, remedial education, training, family skills, life skills, guidance, and placement for the entire family. The contractor for this model is Mountain Plans Education and Economic Development Program, Inc.

The point to be made in reviewing the four basic models is that all students are involved in career development whether in school, at home, or out of school. In the past, the process was left to chance experiences. In today's sophisticated society, inadequate chance experiences are available to facilitate appropriate careers development. Various agencies are therefore intervening in the lives of children and youth to provide the necessary experiences.

Funded career education projects were started in the fall of 1971 in West Virginia. Career education projects in the state which have received funding are as follows:

1971—Lincoln County—1968 VEA funding
Director: Herbert Holstein
Staff: Daryle Elkins, Thomas Miller and Billy Burton

1971—Mason County—ESEA Title III funding
Director: William A. Edwards

1972—Raleigh County—1968 VEA funding
Director: Mary Louise Klaus
Staff: Larry Anderson, June Mabe, and Richard Mann

1972—Monongalia County—RCU funding
Director: Sandra Brown

1972—Fort Gay (Wayne County)—ESEA Title III funding
Director: Thomas Lozito

1972--RESA VIII—ESEA Title III funding
Director: Dennis Benson
Staff: Phyllis Kessel, Toni Mason, Nancy Kilmon, Sharon Contenti, and James Kiger

1973—RESA V—1968 VEA funding
Director: Ray Miller
Staff: Adaline Cooper, Charles Keefer and John Lorentz

1975—Fayette County—ESTA Title III funding
Director: Irene Fitzwater

A DEFINITION OF CAREER EDUCATION

Career education (or career development education) is an approach to education in which the curriculum(s) are refocused to give greater attention to the development of children and youth of self identity, educational understanding, and career potential. The long range goal of career education is to help students become more responsible individuals who are capable of making and implementing accurate career choices in an exceedingly complex and continuously changing society. Some of the key concepts to understanding career education are as follows:

1. Career education is a systematic approach to facilitating the maturation process called career development.
2. The term career applies to a series of jobs and occupations.
3. Career education focuses on learning experiences related to self understanding, educational endeavors, and and career potential.
4. Concrete experiences are utilized to illustrate abstract concepts and nebulous symbols.
5. Career education is not a separate subject but is a part of all school subjects (kindergarten through the twelfth grade).
6. Career education provides experiences related to a sample of occupations at all levels of the occupational spectrum.
7. Career education does not force students to make early career decisions but does provide decision-making experiences.
8. Career education experiences assist students achieve career education goals and subject goals.

Career education is an educational process (method or approach) rather than a specific program of study. Yet it is based upon concepts which must be acquired by the student prior to and during the planning and implementation of a career. It involves a long range developmental process which begins before the child enrolls in school and continues long after the youth leaves school. Using the career education approach, teachers provide relevant experiences in all academic, general, and vocational subjects. The primary focus of the process is the use of "real" concrete experiences to illustrate abstract symbols and concepts related to self, education, and careers.

Career awareness (K-6) provides children with an awareness of relationship among self, education, and careers. Experiences are provided which assist students identify their likes, dislikes, fears, needs, abilities, disabilities, aptitudes and limitations. The dignity and worth of others, social relationships, the numerous meanings of work, the need for planning and the importance of interpersonal skills are illustrated.

The value of subject content is illustrated to students and practical application provided. Experiences are provided which assist the student in developing academic skills and identifying and accepting his strengths and weaknesses. Experience provides students with the concept that all work is of value while the structure and interrelationships in the world of work are investigated. Physical imitation of workers takes place through hands-on activities, simulation, and role playing.

Career orientation (7-8) continues to emphasize the goals which have been partially achieved during the awareness stage. Greater emphasis is placed on experiences related to self identity. Conflicts (desire to be different yet wanting to conform because of peer pressures) are explored. Additional emphasis is placed on ability and aptitude testing and relating these attributes to present concerns and future potential. The realities outside the classroom are investigated through people oriented field trips to business and industry, the community, and other organizations and agencies. Yet the primary focus during this level is on self.

Students are exposed to people who represent many walks of life. Resource people are invited to the classroom to interact with students about "official data", for example, job title, job description, educational requirements, salary range, etc. However, children and youth are also very interested in asking questions about "unofficial data" or feelings.

Career Exploration (9-10) provides additional emphasis on information and hands-on "real-life" exploratory experiences. During the high school years, students are forced to make tentative decisions related to broad areas of interest and disinterest. Sequential planning, adjustment and flexibility are stressed. Educational and experience avenues to careers are investigated.

Emphasis during career exploration focuses on "trying out" ones self identity in real life or simulated situations. These experiences are provided in academic classes, special career classes, career centers, and/or through coordinated efforts with business and industry. While the experimental base is broadened during the exploratory phase, the informational base, concerning more specific careers is also heightened. Considerably more occupational information (quantity and quality) is provided to students during the exploration level than at prior levels.

Career preparation is scheduled during the junior and senior years of high school through vocational technical education programs. This training provides students with entry level skills for jobs in many related occupations. Many of these students will proceed directly into a job following graduation. However, others will continue their preparation in postsecondary.

Career development, however, is not complete at the end of a formal educational program. Career development continues throughout life. Men and women continue to go through awareness, orientation, exploration and preparation stages. The factors that influence career development continue to be society, business and industrial community, education programs, peers, and parents.

PROGRAM GOALS AND OBJECTIVES FOR CAREER EDUCATION

These goals and objectives describe the results expected through the implementation of the RESA V Career Education Project. Some of the means of achieving these goals and objectives are through in-service sessions, meetings, classes, workshops, curriculum guides, the mobile unit, etc.

The program goals and objectives are as follows:

Career Awareness

GOAL 1—To provide an instructional system designed to present occupational information to children in Grades 1-6.

OBJECTIVES:

1.1 To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
1.2 To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
1.3 To inform students about the multitude of occupational opportunities.
1.4 To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
1.5 To provide students with basic information about major occupational fields.
1.6 To stress the dignity in work and the fact that every worker performs a useful function.
1.7 To visit local businesses and industries to get a first-hand view of the "world of work".

Career Orientation

GOAL 2—To establish in grades 7-8 a curriculum which will assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the occupational famililties within which his choice will probably lie.

OBJECTIVES:

2.1 To give students an understanding of the knowledge and skills basic to the broad spectrum of the occupational families.
2.2 To provide the students with a guide to educational and occupational requirements of different jobs. (Occupational families).
2.3 To assist the student in acquiring a technique of analysis of occupational information and to analyze such information before making a tenative choice.
2.4 To stress habits and attitudes which are needed for successful and continued employment.
2.5 To provide students with experiences designed to develop an awareness and self-realization that leads to the selection of the appropriate career with realistic aspiration levels.

Career Exploration

GOAL 3—To provide students in grades 9-10 experiences that will enable them to make realistic occupational choices, experiences in working with others, and understanding of the psychological aspects of work as it relates to their own temperaments, personalities, and values.

OBJECTIVES:

3.1 To inform students about occupational and educational opportunities at all levels.
3.2 To provide students not finishing high school with information related to the opportunity to enter an occupational training program and/or employment.
3.3 To provide students with knowledge in broad fields of work which will assist the individual in making long range vocational plans.
3.4 To provide "hands on" experience in various occupational fields offered at area vocational-technical education centers serving the counties involved in the project.
3.5 To make the student aware of the continuous changes occurring in the world of work which necessitates continuing education or training in the various career areas.
3.6 To provide the student with information concerning other educational opportunities. (Community college, college, university and other post-secondary career preparation programs).

Career Preparation

GOAL 4—To expand present vocational program offerings to include a) additional program offerings and work experience programs to assist in removing the artificial barriers between education and work, and b) work-study programs designed to assist those in need of earnings from such programs to commence or continue their enrollment in vocational education programs.

OBJECTIVES:

4.1 To provide students with the background necessary to further their career preparation in postsecondary occupational programs.
4.2 To provide students with skills, attitudes, and work habits needed for employment in a cluster of closely related occupations.
4.3 To increase student participation in programs due to broadened curriculum offerings made available through additional vocational education and work experience programs.
4.4 To provide economic assistance to those students in need of such assistance in order to remain in school and to continue their education.
4.5 To provide opportunities for learning by doing in actual work situations.
4.6 To provide intensified guidance and counseling services to meet the needs of students.
4.7 To provide placement services for exiting students who desire to avail themselves of such services. The design of such services are to place students in either a job, a postsecondary occupational program or a postsecondary baccalaureate program.

5.1

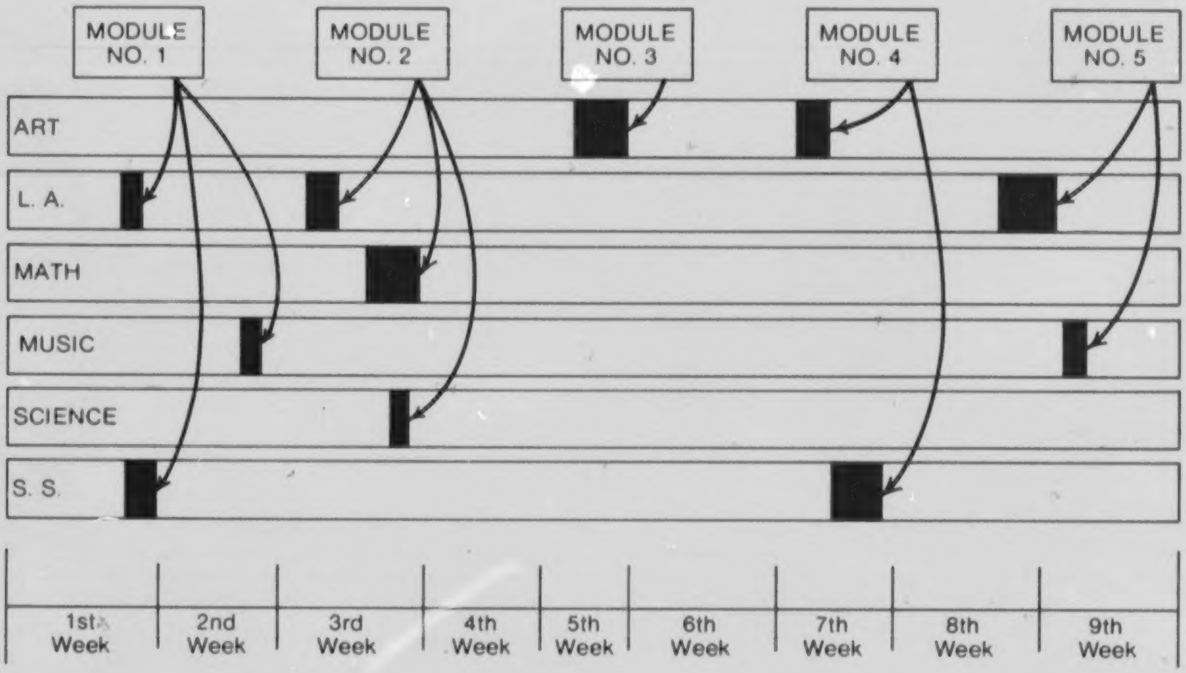
INTEGRATION AND CORRELATION OF CAREER EDUCATION

In the planning and development of supplementing career education units, the developers (teachers) must understand how the career education learning activities fit into the school subject(s). The teacher should review the curriculum(s) which are currently in use to (1) determine at which points the subject goals and career education goals are related, (2) determine at which points subject activities and career education activities are related and/or (3) determine at which points work, jobs, occupations, or careers (and related topics) are discussed in books, films, etc.

The determination of (1), (2) and/or (3) above dictates the time in which career education learning experiences are integrated into the existing curriculums (fine arts, practical arts, mathematics, science, social studies, and vocational-technical). Based on the review, the teacher should select an occupational cluster (an occupational group in which numerous related occupations exist) for the unit which is to be developed.

Plans are made to integrate the career education goals into the existing subject goals by devising learning activities which are related to both sets of goals. Correlation is the terminology used to indicate that learning activities are related to the achievement of both career education goals and subject goals. Integration of career education into the existing subjects is illustrated on the following pages.

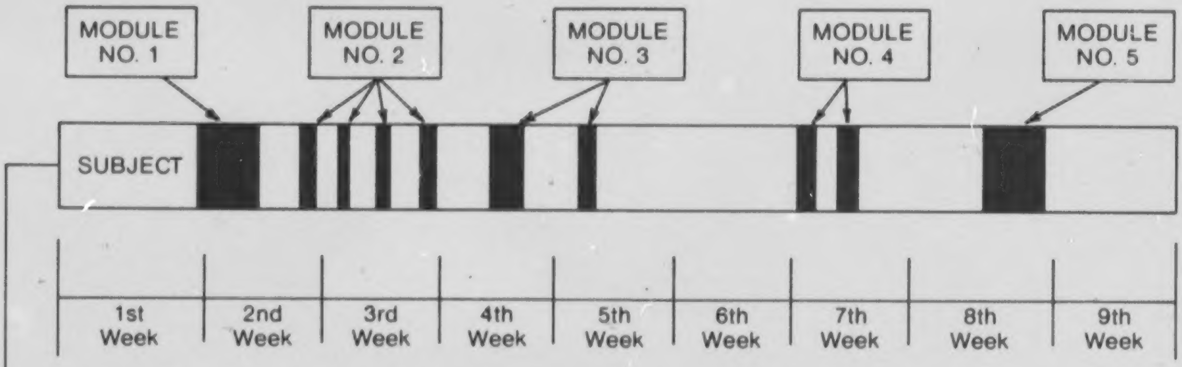
Example of Integration and Correlation of Primary and Intermediate Level. (The width of the lines represents the amount of time required for the student to achieve the performance objectives stated in each module. This configuration will vary with each module and each unit.



NOTES
Integration: using school subjects to teach the concepts (goals) upon which career education is based. Correlation: using learning activities which help students achieve subject concepts (goals) and career education concepts (goals) at the same time.

EXAMPLES OF INTEGRATION AND CORRELATION AT JUNIOR HIGH SCHOOL LEVELS

(The width of the lines represents the amount of time required for the students to achieve the performance objectives stated in each module. This configuration will vary with each module and each unit.)


MODULE NO. 1
MODULE NO. 2
MODULE NO. 3
MODULE NO. 4
MODULE NO. 5
SUBJECT
1st Week
2nd Week
3rd Week
4th Week
5th Week
6th Week
7th Week
8th Week
9th Week

Sample subjects representing any of the following curriculums:

Fine Arts and Humanities
Health and Physical Education
Language Arts
Practical Arts
Mathematics
Science
Social Studies
Vocational-Technical

NOTES
Integration: using a school subject to teach the concepts (goals) upon which career education is based. Correlation: using learning activities which help the students achieve subject concepts (goals) and career education concepts (goals) at the same time.

STUDENT GOALS AND OBJECTIVES FOR CAREER EDUCATION

These goals and objectives describe the behavior of students after they have been provided with learning experiences. The goals are long range goals which are partially achieved at various levels of the student's education.

The student objectives (called performance objectives in the modules) are intended to be achieved following instruction in each module. The performance objective should indicate specific behavior which is measurable.

The student goals and sample performance objective for the RESA V Career Education Project are as follows:

GOAL 1

The student should be able to understand, accept and relate himself/herself emotionally, mentally, and physically to his/her social, educational, and career ventures.

PERFORMANCE OBJECTIVES:

1.1 The student should be able to discuss an awareness and acceptance of self as an emotional, mental, and physical entity which is of value to himself/herself and society.

1.2 The student should be able to realistically appraise his/her interests, needs, fears, likes, abilities, and aptitudes.

1.3 The student should be able to relate knowledge of himself/herself (likes, abilities, aptitudes, and limitations) and knowledge of work to his/her future.

GOAL 2

The student should be able to understand that there are certain physical, mental, and emotional characteristics which make him/her unique.

PERFORMANCE OBJECTIVES

2.1 The student should be able to describe and accept the ways he/she is similar to and different from others.

2.2 The student should be able to compare characteristics based on experience in the school, home, and community and the resulting knowledge of self and others.

2.3 The student should be able to accept others as respected individuals who contribute to the welfare of society.

GOAL 3

The student should be able to understand the importance of interpersonal interaction and its affect on others.

PERFORMANCE OBJECTIVES

3.1 The student should be able to describe how he/she is affected by the people around him/her.

3.2 The student should be able to discuss the affects of his/her actions on those people with whom he/she associates.

3.3 The student should be able to display responsibility for his/her actions when interacting with others.

GOAL 4

The student should be able to plan his/her chosen career and progress within the career or change the direction of his/her career if necessary or desirable.

PERFORMANCE OBJECTIVES:

4.1 The student should be able to demonstrate the skills, attitudes, and knowledge necessary for the selection, preparation, maintenance of a work role.

4.2 The student should be able to express the means of progressing within a work role in accordance with certain abilities and aspirations.

4.3 The student should be able to identify the sources of assistance or training needed or desired for a change of work roles.

GOAL 5

The student should be able to understand the value of school subjects in terms of their function within and outside the classroom.

PERFORMANCE OBJECTIVES:

5.1 The student should be able to enumerate knowledge and skills necessary for various kinds of work.

5.2 The student should be able to indicate the basic educational skills necessary for continued education.

5.3 The student should be able to describe the functional nature (as opposed to theoretical nature) of school subjects.

GOAL 6

The student should be able to comprehend the diversity and complexity of educational alternatives in relationship to a change in the job market, society, and self.

PERFORMANCE OBJECTIVES:

6.1 The student should be able to display a broad awareness of the educational opportunities available and appropriate to him/her.

6.2 The student should be able to demonstrate sufficient self knowledge to insure that educational alternatives selected are appropriate to his/her abilities.

6.3 The student should be able to illustrate sufficient occupational knowledge to insure that educational alternatives selected are appropriate to the career pursued.

GOAL 7

The student should be able to function in the performance of decision making and work adjustment processes.

PERFORMANCE OBJECTIVES:

7.1 The student should be able to choose wisely among alternatives as he/she moves through work roles and developmental stages of a career.

7.2 The student should be able to demonstrate how supply and demand stimulates or retards educational and job opportunities.

7.3 The student should be able to demonstrate mental and emotional flexibility in making adjustments within a work role or change of work role.

GOAL 8

The student should be able to apply educational skills in the planning and preparation for entry into the career world.

PERFORMANCE OBJECTIVES:

8.1 The student should be able to demonstrate effective communication skills such as thinking, listening, speaking, reading, writing, and referencing.

8.2 The student should be able to conceptualize and operationalize concepts in the planning and implementation of his/her career.

8.3 The student should be able to conceptualize and operationalize the process of observing, describing, classifying, generalizing, hypothesizing, defining, experimenting, and concluding.

GOAL 9

The student should be able to understand that there are physical, mental, and emotional aspects of work which may or may not be satisfying.

PERFORMANCE OBJECTIVES:

9.1 The student should be able to articulate an awareness of the value of work in an emotional sense as it is related to his/her needs.

9.2 The student should be able to identify the extrinsic and intrinsic characteristics of work in relationship to life styles.

9.3 The student should be able to derive personal satisfaction from his/her involvement in "work" activities.

GOAL 10

The student should be able to comprehend the diversity and complexity of work alternatives both available and appropriate to him/her in the present and the future.

PERFORMANCE OBJECTIVES:

10.1 The student should be able to display a broad base of awareness of work roles that exist.

10.2 The student should be able to select several work roles for further investigation.

10.3 The student should be able to categorize several work roles that he/she decided might be particularly appropriate to him/her.

GOAL 11

The student should be able to recognize that jobs emerge and diminish because of the value society places on the resulting products and services.

PERFORMANCE OBJECTIVES:

11.1 The student should be able to describe the relationship between supply and demand of employees in relationship to risk taking.

11.2 The student should be able to determine the current and projected labor market supply and demand.

11.3 The student should be able to demonstrate an understanding of supply and demand relationships in planning career options.

GOAL 12

The student should be motivated toward, pursue, and become employed in constructive work.

PERFORMANCE OBJECTIVES:

12.1 The students should be able to indicate that he/she values constructive work.

12.2 The student should be able to develop entry level skills for an occupation or cluster of occupations.

12.3 The student should be able to be accepted as a contributing member of society through his/her work role.

PROCESS OBJECTIVES (LEARNING ACTIVITIES) FOR CAREER EDUCATION

These objectives describe very specific behavior of students while they are in the process of learning concepts related to school subjects and career education. The process objectives (called learning activities in the modules) indicate specific behavior which is intended to help students achieve the performance objectives.

Sample learning experiences (process objectives) are as follows:

PRIMARY

Plant Seeds
Make Pop Corn
Churn Butter
Toys
Visitors
Safety Game
Discussion
Mural

Mailbox Rotary Rack
Paint
Measuring
Star for a Day
Draw Family
Happy and Sad Pictures
View Films
Draw Myself
Life Size Cutouts
Make Dictionary
Field Trip
Select Foods
Question and Answer
Cut Out Pictures
Write Invitations
Bulletin Board Tree
Table Display
Write Stories
Library Books

Children Reaction
Dramatic Play
Dress-up Box
PTA Presentation
Invitations
Draw Maps
Room Duty
Listen to Speaker

Follow Rules
Bulletin Board
Match Pictures and Names
Show and Tell
Draw Home, Pets, Etc.
Discuss Feelings
Creative Play
Discuss Tools
Draw Pictures
Collage of Workers
Collect Materials
Tasting Party
Write Thank you Notes
Astronaut Launch Game
Design Placemats
List Jobs
Committee Work
Buss Sessions
Invite Mothers for Cookies and Punch

Scrapbook

Make Costumes
Make Hats
Matching
Coloring
Cutouts
Square Dance

Tour Facilities
Designing
Count Letters in Names
Grown-up Activities
View Film-Strip
Read Stories
Who Am I?
Pantomine
Resource Persons
Guessing Riddles
Singing
Role Playing
Prepare Menu
Discuss Manners
Measure Ingredients
Word Cards
List Questions
Make Booklets
"I'm Thinking of Someone Who Likes. . ."

INTERMEDIATE

Discussion
Read Books
Sing Songs
Role Play
Fractions
Math Story
Make Signs
Construct Props

Cashiering
Posters
Spell Words
Group Work
Listening
Guest Speaker
Thank You Notes
Spelling Lesson
Write Poems
Drawings
Pantomine
Take notes
Field Trip
Operate Equipment
Prepare Script

List Jobs
Verbs to Nouns
Dance
Mural
Plan Field Trip
List Job Duties
Match Jobs and Equipment
Simulate Work

Price Merchandise
Newspaper
Identify Symbols
Progress Reports
Questioning
Evaluation
Written Reports
Write Plays
View Films
Prepare Skit
Introduction
Collect Pictures
Film
Invitations
Read Brochures

Demonstrations
Campaign
Research
Measuring
Decorations
Collect Items
Match Jobs and Skills
Application Form

Selling
List Words
Bulletin Board
Elections
Check List
Money Games
Oral Reports
Interviewing
Observation
Vocabulary
Newspapers
Prepare Questions
Learn Equipment
Research Letters
Map Measurement

- Slides
- Filmstrip
- Money Problems
- Count Money
- Model Tools
- Mat Pictures
- Read Instructions
- Write Story
- Read Pamphlets
- Open Bank Account
- Design Product
- Write Letters
- Compute Costs
- Group Work
- Research Report

- Share Feelings
- Committee Work
- Definitions
- Refine Job Clusters
- Cut Out Pictures
- Sand
- Host Open House
- Dramatize
- Write Summaries
- Keep Records
- Who Am I?
- Scrapbook
- Make Change
- Panel Discussion
- Charcoal Sketch

- Library Books
- Build Models
- Team Research
- Portrayal
- Color Schemes
- Finish Materials
- Weave Rugs
- Question Children
- List Questions
- Prepare Charts
- Write Essays
- Oral Reports
- Survey
- Audio Tapes

SECONDARY

- Research Paper
- Mock Situation
- Assembly Line
- News Letter
- Quiz

- List Jobs
- Theme
- Classified Ads
- Collage
- Experimentation
- Score Tests
- Collect Data
- Typing
- Lettering
- Utilize Equipment
- Drawings
- Labeling
- On-the-Job Experience
- Observe Workers

- Maintain Records
- Body Language
- Form Business
- Produce Merchandise
- Television Reports
- Produce Show
- Imitation
- Meditation
- Write Summations
- Write Essay
- Student Elections

- Reading
- Bulletin Board
- Crossword Puzzles
- Term Papers
- Simulation Exercises

- Role Playing
- Lecture
- Discussion
- Take Notes
- Newspaper "Want Ads"
- Films
- Filmstrips
- Oral Reports
- Teletrainer
- Interviewing
- Demonstrations
- Occupational Uglies
- Video Taping
- Questioning

- Thank You Letters
- Read Plays
- Apply for Social Security Cards
- Complete Job Applications
- Personal Data Cards
- Mobiles
- Research
- Prepare Ads
- Tape Recording
- Slogans
- Voting

- Write Resume
- Occupational Notebook
- Interest Inventories
- Table Display
- Work Sheets

- Civil Service Exam
- Field Trip
- Pantomine
- Buzz Sessions
- Posters
- Construct Props
- List Terms
- Prepare Foods
- Sewing
- Resource Person
- Cost Accounting
- Committee Work
- Interaction Groups
- Library Visits

- Student Projects
- Equipment Nomenclature
- Dictionary Use
- Skits
- Prepare Costumes
- Prepare Survey Instrument
- Survey Individuals
- Activity Sheet
- Charts
- Audio Tapes

OCCUPATIONAL CLUSTERS AND CAREER EDUCATION

The United States Office of Education (U. S. O. E.) has identified fifteen broad occupational clusters which include approximately 24,000 occupations. Occupations are assigned to a particular cluster because they possess common elements. Sub clusters for each of the fifteen U. S. O. E. clusters are also provided. A career education unit may deal with one of the fifteen clusters, one of the sub clusters or a more specific cluster identified by the teacher. The fifteen U. S. O. E. occupational clusters are as follows:

1. **AGRICULTURE AND NATURAL RESOURCES**
    - Agriculture
    - Forestry
    - Mining
    - Petroleum
    - Wildlife
2. **BUSINESS AND OFFICE**
    - Accounting
    - Finance
    - Management
    - Personnel
    - Secretarial
3. **COMMUNICATIONS AND MEDIA**
    - Broadcasting
    - Journalism
    - Motion Pictures
    - Recording
    - Telephone
4. **CONSTRUCTION**
    - Electrical
    - Finishing
    - Masonry
    - Metal
    - Wood
5. **CONSUMER AND HOMEMAKING**
    - Child Development
    - Clothing
    - Food
    - Home Management
    - Household Equipment
6. **ENVIRONMENT**
    - Air
    - Plants
    - Soil
    - Water
    - Wildlife
7. **FINE ARTS AND HUMANITIES**
    - Historical
    - Performing Arts
    - Religion
    - Visual Arts
    - Writing
8. **HEALTH**
    - Administration Services
    - Emergency Services
    - Personal Services
    - Pharmaceutical Services
    - Supportive Services
9. **RECREATION AND HOSPITALITY**
    - Industrial Recreation
    - Private Recreation
    - Public Recreation
    - Transportation
    - Travel Agencies
10. **MANUFACTURING**
    - Engineers
    - Technicians
    - Skilled Workers
    - Semi-Skilled Workers
    - Un-skilled Workers
11. **MARINE SCIENCE**
    - Aquaculture
    - Fishing
    - Mineral and Chemical Extraction
    - Research
    - Support Personnel
12. **MARKETING AND DISTRIBUTION**
    - Distribution
    - Management
    - Purchasing
    - Promotion
    - Sales
13. **PERSONAL SERVICES**
    - Apparel Services
    - Beauty Services
    - Domestic Services
    - Food Services
    - Lodging Services
14. **PUBLIC SERVICES**
    - Education
    - Health
    - Postal
    - Protective
    - Utility
15. **TRANSPORTATION**
    - Air
    - Highway
    - Pipeline
    - Rail
    - Water

FORMAT FOR CAREER MODULES

The format of the career education unit and modules is standarized for the eight school systems served by RESA V. The reason for the standard format is so that units may be exchanged between school systems. The format was not developed in isolation but evolved during the last three years of development and implementation of career education curriculum units. Kindergarten through twelfth grade teachers have provided considerable input into the design of the modules (format).

The unit should include a title page, introduction, and from six to twelve modules. Student work sheets, etc. (when used) should be appended to the unit. The format of the modules is as follows:

TITLE

Module No.
(Grade Level)

Correlation:
(List Subject(s))

I. GOAL (S):
After teachers have directed learning activities in this and other *units,* the students should be able to:
A.
B.

II. PERFORMANCE OBJECTIVE (S):
After the teacher has directed the learning activities indicated in this *module,* the student should be able to:
A.
B.

III. TEACHER PREPARATION:
A. *Teacher Notes*
(Narrative Form)
B. *Materials and Equipment*
1. Materials
a.
b.
c.
2. Equipment
a.
b.

IV. LEARNING ACTIVITIES:
A.
1.
2.
3.
B. 1.
2.
a.
b.
c.
C.
1.
2.

V. EVALUATION:
(Narrative or list, append tests, etc.)

VI. RESOURCES:
A. *Books*
1.
2.
3.
B. *Films*
1.
2.
C. *Resource Person(s)*
1.
2.

DEVELOPING CAREER EDUCATION MODULES

Developing each module may be facilitated if the developer uses a systematic approach. A systematic step by step approach is suggested. The developer may follow these steps or alter them to better fit his/her situation. Before beginning on these steps, the developer should review the subject(s) (curriculum) he/she teaches, select an occupational cluster which fits the subject(s) taught, and select a sample of occupations which generate some interest in students (other occupations may be added later).

The suggested steps to preparing a module are as follows:

Step 1. Grade Level and Module Number
Step 2. Subject Correlation
Step 3. Goals
Step 4. Teacher Notes
Step 5. Performance Objectives
Step 6. Title
Step 7. Learning Activities
Step 8. Materials and Equipment
Step 9. Resources
Step 10. Evaluation

Step 1. Note the module number. Indicate the grade level of the students for which the module is being developed (place directly under the module number).

Step 2. List the subject(s) with which the module is to be correlated. This may vary for each module for elementary teachers but will remain the same for secondary teachers.

After the module has been completed, review the learning activities to verify that they are, in fact, related to the school subject(s) in which the career education unit is to be integrated. The subject(s) which the teacher is teaching. Even though all modules may be related to language arts, a social studies teacher would not indicate that the module is correlated with language arts.

Step 3. GOALS

Select the student goals which you expect your students to partially achieve during the time that the unit is being correlated with the subject(s) that you teach. The goals are long range expectations which may not be completely achieved until the student has received numerous educational experiences over a number of years. The goal statements are general objectives which describe the attitudes, knowledge, and skills which are to be acquired by the students.

The goals which you have been provided are to be used as a guide. You may rewrite the goals so that they realistically reflect the age and maturity of the student. However, the general meaning of the goals should be maintained.

After the selection of goals, group the ones which are similar for possible use in separate modules. Assign the goals to the modules which will make up the entire unit (from six to twelve modules). The same goal (probably with different objectives) may be used in more than one module.

Step 4. TEACHER NOTES

The teacher preparation section entitled "teacher notes," describes in a paragraph or more what the module is all about. The purpose of this information is to provide the teacher with a quick reference to the needed background information; basic content of the goals, and an overview of the module.

The major part of this section is a clarification of the meaning of the goal or goals listed in step one. Goal number one states: the student should be able to understand, accept, and relate himself/herself emotionally, mentally, and physically to his/her social, educational, and career ventures.

The goal may sound good, but what does it mean? The purpose of the teacher notes section is to provide more understanding of what a specific goal means. An example of the teacher notes for the above goal is as follows:

III. TEACHER PREPARATION:

A. Teacher Notes

To understand self means that characteristics related to needs, fears, interest, abilities, and aptitudes must be identified, and further explored. Students need the opportunity to compare their characteristics to social, educational, and work environments. Students need to be given the opportunity (in an open, non-threatening environment) to express their feelings in relationship to choices of social ventures, education endeavors, and work activities.

Step 5. PERFORMANCE OBJECTIVES:

Translate the stated goals into observable terminal behavior. In other words, what behavior can be expected after the student has been involved in various learning activities related to the module. If the student has acquired certain attitudes, knowledge, or skills during the learning activities, what observable behavior will indicate that he posses the attitudes; knowledge or skills.

If goal number one used in step three were used in a module for seventh grade students, the objective may be as follows:

II. PERFORMANCE OBJECTIVE (S):

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify conflicts related to being independent yet wanting to be like other members of the class.
B. List behavior which is rewarded in school and compare the list with behavior reward in the work situation.
C. To identify occupations in which independent action is required of workers.

Step 6. TITLE

Review the goal(s) and objectives for the module. Select a short title of one to four words. The title should reflect in a brief form the content of the module. The title for each module will be different. These titles should not be the same as the title of the unit.

Step 7. LEARNING ACTIVITIES:

Select a variety of learning activities which will assist the students in achieving the performance objectives. The learning activities relate directly to the performance objectives and the teacher notes sections of the module. Learning activities are used as the vehicle which carry the student to a point where the goal(s) of the module have been internalized by the student to a certain degree. In effect, the learning activities are process objectives. For example, the student will be involved in the process of reading, writing, discussing, touring, questioning, constructing, viewing educational television programs, etc.

Step 8. MATERIALS AND EQUIPMENT:

Review the learning activities. Determine and list the materials and equipment which the teacher and/or the students will need to carry out the learning activities which are noted.

Step 9. RESOURCES:

Review the goal(s), performance objectives, and learning activities (process objectives). Decide upon the kinds of resources (books, games, films, etc.) which would be helpful in assisting students achieve the performance objectives.

Review resources which you have available in your classroom, school, school system, and the RESA V Center. If funds are available for the purchase of resource materials, investigate catalogs from commercial publishers to determine the appropriateness of resources which are available.

Select the most appropriate resource materials from those which you have reviewed and/or investigated. List the resources in complete bibliographical form.

Step 10. Review the objectives to determine the method to be used to measure the degree to which students have achieved the stated objectives. The measurements may be subjective or objective. Approaches to evaluation depend on the achievement to be measured. The approaches are anecdotal records, conferences, discussions, formal tests, interpretive exercises, observation, rating scales, and work samples. Do not feel limited to these suggestions.

When subjective approaches are used, be sure to note specific behavior which is expected. When objective approaches are used, include the test, rating scale, etc., with the unit. To test the completeness of the evaluation section, ask someone to read the evaluation and describe what is to be evaluated.

Primary Career Education Modules

Page No.

People (Self and Others) 20 through 28

Introduction 21
Module No. 1—How Do I Look? 22
Module No. 2—I'm The Only Me 23
Module No. 3—What I know About Me 24
Module No. 4—Thinking About Others 25
Module No. 5—Decisions 27
Module No. 6—Some Jobs People Do 28

People Who Work In Schools 29 through 44

Introduction 30
Module No. 1—Self Concepts 31
Module No. 2—School Workers 33
Module No. 3—Teacher 34
Module No. 4—Principal 36
Module No. 5—Librarian 37
Module No. 6—Secretary 38
Module No. 7—Nurse 39
Module No. 8—Cafeteria Workers 41
Module No. 9—Custodian 43
Module No. 10—Culminating Activities 44

People Who Work For The City Government 45 through 55

Introduction 46
Module No. 1—Introduction to City Workers 47
Module No. 2—The Policeman 48
Module No. 3—The Fireman 49
Module No. 4—The Librarian 51
Module No. 5—The Mayor 52
Module No. 6—Bus Driver 53
Module No. 7—Role Playing 54
Module No. 8—What We Learned 55

People Who Work For The Postal Service 56 through 68

Introduction 57
Module No. 1—Awareness of Postal Careers 58
Module No. 2—Postal Workers Serve People 60
Module No. 3—Building A Post Office 62
Module No. 4—Playing Post Office 63
Module No. 5—Interviewing Postal Workers 65
Module No. 6—Visiting The Post Office 67
Module No. 7—Researching Postal Services 68

P-1.1

PEOPLE (SELF AND OTHERS)

A
Career Education Unit
for
Primary Level
(Kindergarten-Third)

Correlated
with
Art, Health, Language Arts, Mathematics and Social Studies

INTRODUCTION

This career education unit is concerned with human qualities that should help students recognize their strengths and weaknesses. Emphasis is placed on coping behavior and accepting other people. The main emphasis should be that of identifying and emphasizing students strong points in order to help them overcome their weaknesses.

This unit is to be correlated with arts, language arts, social studies, health, and mathematics. In art the students are involved in drawing, cutting out pictures, making scrapbooks and bulletin boards. In language arts, the students are involved in discussions, readings, writings, oral reports and listening. In social studies, the students are involved with all kinds of people in all kinds of jobs. In health, the students are involved with finding the reasons for likenesses and differences in people and learning how to live with and accept differences in oneself and in others. In mathematics, the students are involved in weights and measurements.

This unit should be read in its entirety before attempting to deal with the first module so one can get the feel for the entire unit.

The following modules are contained in this unit:

1. How Do I Look?
2. I'm The Only Me
3. What I Know About Me
4. Thinking About Others
5. Decisions
6. Some Jobs People Do

The unit is intended to be completed during a nine-week period though certain areas of it may be shortened or expanded, depending on the situation.

HOW DO I LOOK?

Module No. 1

Correlation: Language Arts
Social Studies
Mathematics

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand that he/she is a unique individual.
B. Understand likes and dislikes, strengths and weaknesses, needs, and emotional development.
C. Display a healthy, positive self-concept.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to

A. Discuss likenesses and differences in weight, height, and silhouettes.
B. Discuss the necessity of close attention to detail in certain types of work, in order to produce an accurate product.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Students need to become aware first of themselves then extend this awareness to others by examining their own physical characteristics, accepting their differences in height, weight and appearance as making them unique or special. They can then examine, accept, and hopefully respect differences they will find in other people as making them also unique and special.

B. *Materials and Equipment*

1. Filmstrip "I Have A Body"
2. Filmstrip "Observing"
3. Yardstick and scales
4. Mural paper
5. Paper for students to start their scrapbook
6. Projector

IV. LEARNING ACTIVITIES:

A. Estimate and record individually your weight and height in scrapbook (Those who wish may estimate each other's weight and height.)
B. View filmstrip "Observing"
C. Discuss the role hasty observation plays in bad judgement and false impressions.
D. Students will weigh and measure each other using scales and yardsticks and record these facts under their former estimates (compare figures).
E. View filmstrip "I Have A Body".
F. Develop representation of physical body using either pg. 1 from Student Activity Book OED productions, or body silhouttes on mural paper. Students take turns tracing each other on mural paper with magic marker.

V. EVALUATION:

A. The teacher will evaluate the student on how well he/she takes part in discussion of the filmstrips.
B. The teacher will evaluate student on how well he/she puts together scrapbook, and how well he/she can measure height and weight, and his/her representation of the physical body.
C. The teacher will observe students to determine the effectiveness of learning activities. Of concern are the following:
   1. Are the children becoming aware of their differences in height, weight and general appearance?
   2. Do their comments show that they accept their own appearance (height and weight) without feelings of inferiority?

VI. RESOURCES:

A. *Filmstrips*

1. "I Have A Body", (Career Awareness Kit) S.V.E, 1345 Diversey Parkway, Chicago, Illinois 60614, (RESA V Career Education Project #125.)
2. "Observing", Eye Gate House, Inc., 146-01, Archer Ave., Jamaica, N. Y. 11435.

I'M THE ONLY ME

Module No. 2

Correlation: Language Arts
Art

I. GOAL:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand that there are certain physical, social and emotional characteristics which make an individual unique.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe and accept the ways he/she is alike and different from other students.
B. Describe self characteristics which make him/her a unique individual.
C. Compare characteristics based on previous experience, knowledge, and careful thought.

III. TEACHER PREPARATION:

A. *Teacher Notes*

For pupils to progress toward mature self acceptance, they need the best possible understanding of their own individualizing characteristics. Everyone is unique and special in his own way. Though people have many features in common, nobody has exactly the features as anybody else. It is this difference that makes a person special. Children need to become aware of and accept these differences in a positive manner.

B. *Materials and Equipment*

1. Large chart
2. Hand mirror
3. Scrapbooks
4. Magazine pictures
5. Ink pads and blank paper
6. Film
7. Filmstrips
8. Projector

IV. LEARNING ACTIVITIES:

A. View film "How Do We Look?"
B. Read poem "Mirror, Mirrow" as children listen.
C. Look at image in mirror, then draw self portraits to put in students scrapbook.
D. Ask if anything new was learned about self.
E. Describe own features and make interesting comparisons.
F. List all the different features and characteristics on a large chart.
G. Compare "I'm the Only Me Poster", and "self portraits" then discuss what makes people different.
H. View film "I'm the Only Me."
I. Collaborate in groups to find pictures of people who are fat, thin, short or tall, big or small, that can be used for making comparisons.
J. View filmstrip "Making Comparisons."
K. Discuss importance of finding likenesses and differences in people.
L. Discuss thumb prints. Visually examine thumbs and fingers for tiny lines. Provide an ink pad for taking finger prints and compare them with those of other children.
M. Find magazine pictures that are most like them and one that is most unlike them.
N. Paste in scrapbooks and tell why they are like and unlike the pictures.
O. Display self portraits under title "Here Is How We Look."

V. EVALUATION:

A. Students will be evaluated on their ability to describe some of the likenesses and differences about themselves in comparison to other class members.
B. They will be evaluated on how well they did on their self portrait and oral response in the discussion on the importance of being different.

VI. RESOURCES:

A. *Films*

1. "I'm The Only Me", (Identity Kit), Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois, 60611 (RESA V Career Education Project #3310)
2. "How Do We Look" (Identity Kit) Britannica (RESA V Career Education Project #3310).

B. *Filmstrip*

"Making Comparison," Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York, 11435.

C. Poem "Mirror, Mirror"

Mirror, Mirror
Mirror, mirror on the wall,
Can you tell me am I tall?
Am I skinny or am I fat?
Mirror, Mirror, answer that.
Do I forget or do I remember?
Am I fast or am I slow?
All of these things I want to know.
Well, mirror, will you tell me please?

Module No. 3

WHAT I KNOW ABOUT ME

Correlation: Language Arts
Health Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Identify his/her interests, attitudes, needs, fears, likes, dislikes, and abilities.

B. Accept with confidence his/her characteristics while weighing inhibiting and facilitating factors in terms of future plans.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe self characteristics which he/she likes about himself/herself.

B. Display pride in talking about school work which he/she has completed.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Being children means "seeing in a mirror darkly," they have had many experiences related to self, but seldom if ever stopped to define or analyze these experiences; in short consider who they are, what they want, and need, like and dislike. This is an attempt to help children become aware of what they already know about themselves and to "see more clearly" in the mirror of life.

B. *Materials and Equipment*

1. Read books: *The Challenge of Parenthood, Children the Challenge, Psychology in the Classroom* and *Encouraging Children to Learn.* At least read the parts that deal with self and self-acceptance. (Teacher only).

IV. LEARNING ACTIVITIES

A. Read books, *Middle Matilda, Peter's Three Friends, Seven Stories for Growth.*
B. View filmstrip, "Who Am I?"
C. Discuss the importance of knowing self.
D. Take personal inventory of each student assessing likes, dislikes, attitudes, hobbies, and habits. (add to appendix in students' scrapbook).
E. View film "The Most Important Person"
F. Describe some things that make them feel important such as "I can hit homeruns." "My little sister likes to play with me."
G. Draw or paint a picture of themselves doing special things they can do that make them feel important.
H. Share pictures with class.
I. View filmstrip "I Can Do Things."
J. List the special things they can do in their scrapbook under their pictures.
K. View filmstrip, "How Can I Improve Myself?" *Open Ended Stories*—Oregon Society of Individual Psychology, Distributed by West Virginia Department of Education, Charleston, West Virginia.
L. Write in scrapbook, "Things I like best about myself", and "The thing or things I would like to improve."

V. EVALUATION:

A. Students will be evaluated by small group or individual conferences or discussions to determine the degree of self-acceptance.

B. Students will be evaluated by their list of things they like about themselves and things they need to improve on which will be listed in their scrapbooks.

C. During the show and tell activity involving the children's pictures of themselves, the teacher will observe whether the children show their work with pride and pleasure, and are able to accept their own work with a measure of satisfaction or are reluctant to share and are dis-satisfied with their work.

VI. RESOURCES:

For Teachers

A. *Books*

1. *Challenge of Parenthood,* Rudolf Dreikurs, Hawthorn Books, Inc., 70 Fifth Ave., New York, N. Y. 10011.
2. *Children: The Challenge,* Rudolf and Sultz Dreikurs, Hawthorn Books, Inc. 70 Fifth Ave., New York, N. Y. 10011.

Encouraging Children to Learn, Don Dindmeyer, Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

For Students

1. *Middle Matilda,* Merriam, Random House, 201 East 50th St., New York, N. Y. 10022.
2. *Peter's Three Friends,* Montresor, Random House, 201 East 50th St., New York, N. Y. 10022.

B. *Film*

1. "The Most Important Person" (Identity Kit) Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611 (RESA V Career Education Project #3310).

C. *Filmstrips*

1. "Who Am I?" Scholastic-Kindle, 900 Sylnon Avenue, Englewood Cliffs, New Jersey 07632.
2. "How Can I Improve Myself?" Eye Gate House, Inc. 146-01 Archer Avenue, Jamaica, New York 11435.
3. "I Can Do Things" (Career Awareness Kit) S.V.E., Inc., 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project #125.)

THINKING ABOUT OTHERS

Module No. 4

Correlation: Social Studies
Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value others who possess varying characteristics as unique individuals with the potential for success in many occupations.

B. Understand the importance of interpersonal interaction and its affect on others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe how he/she is affected by the people around him/her.

B. Discuss the affects of his/her actions on those around him/her.

C. Display responsibilities for his/her actions in relationship to others.

D. Describe how the central character in role-playing activities helps or hinders others.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Everyone knows somebody who things of himself or herself and not of anyone else. People like that do whatever they want, as if they are the only ones who matter. People have rights, but people also have responsibilities, and one cannot take away the rights of others. How one treats another person is as important as how one treats himself/herself.

B. *Materials and Equipment*

1. Films
2. Filmstrips
3. Projectors
4. Open ended stories

IV. LEARNING ACTIVITIES:

A. Prepare the children for viewing the films by bringing up a recent social interaction that has taken place in your classroom, and asking them to try and remember how they felt.

B. Tell them they are going to see some films about how people are affected by the different people around them.

C. View film "Thinking of Others"

D. Prepare appropriate role play situations for your class, such as:

Your friend won't play with you on the playground. You ask why, and your friend says "just because". What do you say now?

It is Saturday, and your mother says she is going shopping. She says you can (cannot) go. What do you do now?

One child observed another one carrying a stack of books that is too heavy. So . . .

One child gets very angry and tells another that she or he is never going to play with the other again. So the second child . . .

One child copies the work of another, and gets caught. The child then . . .

E. Read Open Ended Stories by Joseph E. Malkiever, February, 1972, *Instructor.*

F. Suggest actors to role play the stories adding their own endings.

G. Encourage: Classroom discussion of how we are affected by the actions of the people around us.

H. View film: "Understanding Others".

I. Discuss film: "Understanding Others".

J. View filmstrip: "What About Others?".

K. Students may add to their scrapbook a sentence or paragraph, "One thing I now know about other people that I did not know before is . . ."

V. EVALUATION:

A. Teacher will observe the students using the guidelines:

1. Are the students able to participate in the role-playing activities in which the central character helps or hinders another person?
2. As the students discuss the role-playing activities they have participated in, do their comments show that they understand how they affect those around them?
3. Name ways people are different and alike.
4. As the students discuss the stories, do they show by their comments that they understand how the central figure was affected by those around him/her?
5. Are the students able to role-play various social situations that show the emotional reactions of individuals to those around them?
6. Are the students able to discuss their feelings in relation to those around them?

VI. RESOURCES:

A. *Films*

1. "Understanding Others" BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.
2. "Thinking of Others" (Getting Along With Others Kit) Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611 (RESA V Career Education Project #3309).

B. *Filmstrip*

"What About Others" BFA Educational Media, 2211 Michigan Avenue., Santa Monica, California 90404.

C. *Magazine*

Instructor, "Me and Him", (Open Ended Stories) Joseph E. Malkieviez, February, 1972.

DECISIONS

Module No. 5

Correlation: Language Arts

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to: .

A. Utilize a logical decision-making process as input to making decisions which are based on subjective feelings and objective data.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Choose among many alternatives.
B. State plausible reasons for his/her choice.
C. Discuss his/her choice.
D. Discuss the importance of having good reasons for making the important decisions that he/she will make in life.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Students need to be able to understand the process of making a choice. Recognizing how choices for individuals can be very different in some things, but alike in others, and all valid for those individuals. Students need to realize that they can and do make valid decisions every day in the classroom, on the playground, and at home. Be sure that students recognize that choosing not to make a decision is in itself a decision.

B. *Material and Equipment*

1. Large box with an assortment of many small objects, such as books, toys, tools, scraps of cloth, paper, coins, etc.
2. Filmstrip.
3. Projector.
4. Activity Worksheets.

IV. LEARNING ACTIVITIES:

A. Each student will choose an object from the "Grab-box".
B. Students will show the objects chosen, and tell why they chose those objects.
C. View filmstrip "I Can Make Choices."
D. Ask students to make a list of the choices they make between the time school closes and begins in the morning.
E. Do activity worksheets on "I Can Make Choices".
F. Take children on a discovery walk during which they are to choose some objects and be prepared to tell why they were selected.
G. Students will discuss the choices and the reasons, and then talk about the importance of making good choices whenever they choose anything.

V. EVALUATION:

A. Teacher will observe the student using the following guidelines:
   1. Are the students able to select an object and then give plausible reasons for their choice?
   2. As they take part in the class discussion, do their comments show that they are beginning to understand the importance of making intelligent decisions?
   3. Are they able to think critically about their choices and their reasons for the choices?
   4. Do they sometimes alter their choices as they see that their reasons for choosing were poor?

VI. RESOURCES:

A. *Filmstrip*

"I Can Make Choices" Career Awareness: A Primary Introduction To Career Education. Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project #125).

B. *Activity Worksheets*

"Career Awareness: A Primary Introduction to Career Education" Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614 (RESA V Career Education Project #125) pp. 28-32.

SOME JOBS PEOPLE DO

Module No. 6

Correlation: Language Arts
Social Studies
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the relationships between life styles and the requirements of various kinds of work.
B. Understand that intrinsic satisfaction plays a large role in social, educational, and career endeavors.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the affect of various kinds of work on life styles.
B. Describe the reasons why people pursue a certain career during a life time.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Students need to take the concepts they have developed on discovering the differences and likenesses in people and examine the jobs people do in the world of work. They should realize the differences in jobs. All people wouldn't want, couldn't and shouldn't do the same types of jobs.

B. *Material and Equipment*

1. Resource persons (community workers)
2. Books
3. Magazines
4. Scissors
5. Tape
6. Paste
7. Student Scrapbook
8. Student Worksheets

IV. LEARNING ACTIVITIES:

A. View filmstrip "The Work People Do".
B. Do worksheets. *The Work People Do,* pp. 12.21.
C. Invite a group of people from the community and surrounding areas from a variety of jobs that take in different human qualities, such as tallness, shortness, good looks, brain power, muscle power, as well as some jobs that would make very little difference what human qualities they possess. Be sure that resource people are ready to tell the positive and negative aspects of their job, as well as individual qualities.
D. Students prepare questions they want to ask resource people about their jobs.
E. Students listen and discuss a variety of jobs with resource people.
F. Students discuss with resource people how their life styles determine the kinds of jobs they have, such as self-satisfaction, money, physical, etc.
G. Have students interview their parents.
H. Bring pictures representing the careers their parents have.
I. Take a discovery walk to observe people working in the community.
J. Discuss all the differences seen not only in the people but in the jobs.
K. Role play different workers based on "discovery" walk information.
L. Teacher and students bring to class a variety of books and magazines showing a variety of workers and a variety of different.
M. Students cut out and put on bulletin board pictures of workers at a variety of jobs. Bulletin board title could be "All kinds of people for all kinds of jobs".
N. Students paste pictures in their scrapbook, all sizes and shapes of people at a variety of jobs. Suggested title could be: "All kinds of jobs for all kinds of people".

V. EVALUATION:

A. Teacher will evaluate students responses in their interview, the observations they make on the discovery walk, their work on the activity sheets and bulletin boards.

VI. RESOURCES:

A. *Filmstrip*

"The Work People Do" (Career Awareness: A Primary Introduction to Career Education) Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614, (RESA V Career Education Project #125.)

B. *Resource Persons*

Community Workers

P-2.1

PEOPLE WHO WORK IN SCHOOLS

A
Career Education Unit
for
Primary Level
(Kindergarten-Third)

Correlated
with
Art, Health, Language Arts, Mathematics, Science and Social Studies

INTRODUCTION

This career awareness resource unit was prepared for use in the primary grades. It is concerned with the many jobs related to the operation of a school. Workers which students will encounter are: teachers, principal, librarian, secretary, nurse, cafeteria workers and custodian.

The purpose of this unit is to help young children develop an appreciation for the worth and dignity of all types of work. It is hoped that they will gain a broad understanding of occupations that could assist them in understanding the relationships which exist among self, education, and work.

Methods to be incorporated while carrying out this unit are: role-playing, field trips, media, research activities, and interviews with workers and resource persons. This unit should be correlated with language arts, social studies, mathematics, science, art, and health. In language arts, the students are involved in reading, oral reports, listening, and role-playing. In social studies, they are involved in values, attitudes, the importance of work (to the individual, the school and the community), and decision making. In mathematics, the students work with counting, numbering, and measurement. In science and health, they deal with nutrition and food handling, cleaning products, medicines, and drugs. In art, they are involved in making posters, models, bulletin boards, and displays.

The intent of this unit is to help students achieve academically while becoming aware of the world of work. Teachers will select the activities appropriate for the children they teach. Teachers may want to develop the modules more fully to be compatible with the interests and abilities of their students.

SELF CONCEPTS

Module No. 1

Correlation: Social Studies, Language Arts, Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Appraise his/her attitudes, interests, beliefs, values, needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations.
B. Respect and accept self and the contributions he/she makes in his/her home, class, and community.
C. Understand that one needs to gain knowledge and develop skills to preform certain tasks in his/her home, school, and community.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the jobs he/she performs in school, in relationship to likes and dislikes.
B. Analyze why his/her jobs are important and why they must be done.
C. Determine those jobs he/she likes and those jobs he/she dislikes.
D. Specify the skills he/she needs to do his/her job effectively.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Children are unique and that is a benefiting situation for mankind. Many children are sometimes afraid to permit that which makes them unique from their peers, to become known. Each person with his own special set of interests, etc., are necessary so that all persons can contribute to society and mankind.

B. *Materials and Equipment*

1. Filmstrips
2. Projector
3. Drawing paper
4. Crayons
5. Books

IV. LEARNING ACTIVITIES:

A. View filmstrip "Learning to do things for Yourself".
B. Consider jobs which students can do alone.
C. View filmstrip "Learning to Help Others".
D. Cite ways students can help others.
E. Make students aware that they are capable of performing various jobs around the classroom.
F. Chart classroom chores as per schedule
G. Perform classroom chores as per schedule.
H. Draw and color a picture of a worker performing his/her work.
I. View filmstrip: "School Manners".
J. List appropriate behavior in various school situations.

V. EVALUATION:

A. The teacher will evaluate the student's awareness of the value of his/her contributions through discussion, observation of cooperative effort, and responsibility for completing his/her work.
B. The teacher will determine the degree to which each understands his/her attitudes, likes, and dislikes by observation as he/she performs tasks.

VI. RESOURCES

A. *Books.*

1. *Go To A School,* Buckheimer, Naomi. G. P. Putnam's Sons, 200 Madison Avenue, New York, New York 10016, 1957.
2. *All Ready for School,* Adelson, Leone, David McKay Company, Inc., 750 Third Avenue, New York, New York 10017, 1957.
3. *The School,* Bruna, Dick, Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607, 1968.
4. a. *I Want To Be A Bus Driver,* Greene, Carla, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.
   b. *I Want To Be A Librarian,* Ibid. 1960.
   c. *I Want To Be A Mechanic,* Ibid. 1959.
   d. *I Want To Be a Nurse,* Ibid. 1957.
   e. *I Want To Be A Teacher,* Ibid. 1957.
5. *About School Helpers,* Hoffman, Elaine, Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Illinois 60607, 1967.
6. *How Schools Aid Democracy,* McCabe, Sybil, Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153, 1964.
7. *The Night Workers,* Schwartz, Alvin, E. P. Dutton and Company, 201 Park Avenue South, New York, N. Y. 10003, 1966.

8. *Let's Find Out About School,* Shapp, Martha, Franklin Watts, Inc., 845 Third Avenue, New York, New York, 10022, 1961.

B. *Filmstrips*

1. "Learning To Do Things For Yourself", Troll Associates, East 64th Midland Avenue, Paramus, New Jersey, 07652.
2. "Learning To Help Others", Troll Associates, East 64th Midland Avenue, Paramus, New Jersey 07652.
3. "School Manners—Manners Are Lots Of Fun", Troll Associates, East 64th Midland Avenue, Paramus, New Jersey 07652.

SCHOOL WORKERS

Module No. 2

Correlation: Social Studies, Language Arts, and Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

B. Value others as unique individuals who possess varying degrees of negative and positive traits, and as respected individuals who contribute to the welfare of others.

C. Perceive the value of school subjects in terms of their function in the world outside the classroom.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the many kinds of jobs in the school.

B. Describe the importance and contribution of work.

C. Conclude that all work is necessary.

D. Enumerate skills necessary for different kinds of work.

E. Indicate that basic educational skills are necessary for all work.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Children need to develop an appreciation for the worth and dignity of all work performed by people in the school's environment. They should also learn to identify their own potential, and their role in relation to the school environment.

B. *Materials and Equipment*

1. Film
2. Filmstrip
3. Projectors
4. Study Prints
5. Pictures of workers
6. Paste
7. Crayons
8. Construction Paper
9. Scissors

IV. LEARNING ACTIVITIES:

A. View filmstrip: "School Workers".

B. Compare and contrast the jobs of school workers and cite reasons why each job is important.

C. Identify the basic skills required to perform all the jobs.

D. View film: "Helpers At Our School".

E. View and discuss study prints.

F. Construct a bulletin board display of school workers using pictures of various workers on the job.

V. EVALUATION:

A. The teacher will evaluate the student's understanding of the importance of workers in the school and the educational skills needed by each worker.

B. The teacher will evaluate the student's knowledge of workers in the school by asking them to list or describe the jobs.

VI. RESOURCES:

A. *Books.*

1. *All Ready for School*, Adelson, Leone, McKay Company, Inc., 750 Third Avenue, New York, New York 10017, 1957.
2. *The School*, Dick Bruna, Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607, 1968.
3. a. *I Want To Be A Bus Driver*, Greene, Carla Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607, 1957.
   b. *I Want To Be A Librarian*, Ibid. 1960.
   c. *I Want To Be A Mechanic*, Ibid. 1959.
   d. *I Want To Be A Teacher*, Ibid. 1957.
4. *About School Helpers*, Hoffman, Elaine, Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Illinois 60607, 1967.
5. *How Schools Aid Democracy*. McCable, Sybil Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153, 1964.
6. *The Night Workers*, Schwartz, Alvin, E. P. Dutton and Company, 201 Park Avenue, South, New York, New York, 10003, 1966.
7. *Let's Find Out About School*, Shapp, Martha, Franklin Watts, Inc., 845 Third Avenue, New York, New York 10022, 1961.

B. *Film*

Helpers At Our School", Coronet Films, Inc., 1422 Chestnut Street, Philadelphia, Pennsylvania 19102.

C. *Filmstrip*

"School Workers", Community Workers and Helpers Group I, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V—Career Education Project #123).

D. *Study Prints*

"School Friends and Helpers", Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

TEACHER

Module No. 3

Correlation: Language Arts
Math
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Perceive ways in which subject content is functional within and outside the classroom in the career world.
B. Understand the intrinsic satisfaction which accompanies the work role of the teacher.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the teacher's role as similar to a parent's work role, i.e. importance to society, family, and self.
B. Document that the teacher helps others prepare for the future.
C. Conclude that teaching provides considerable personal satisfaction.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Teaching brings dignity of position in the community.
Teaching brings a sense of doing a job that is meaningful and important.
It affords time for advancement and further study.
It opens the way for a career in administration, supervision, or a specialized teaching field.
Teachers have regular hours and liberal holidays.
Individual must enjoy working with children and be able to communicate effectively with parents and community.

B. *Materials and Equipment*

1. Book
2. Pamphlet
3. Work lists
4. Boxes for model classrooms
5. Crayons
6. Construction paper
7. Drawing paper
8. Paste
9. Scissors
10. Felt tip markers
11. Resource person

IV. LEARNING ACTIVITIES:

A. Compile a list of spelling words using school workers' titles and names of their tools.
B. Prepare an area for role-playing.
C. Assign a "teacher" for spelling lesson.
D. Student "teacher" conducts spelling lesson using school workers' titles and tools list.
E. Arrange for pupils to visit other classrooms.
F. Act out teacher-student, teacher-family, teacher-principal roles.
G. Have students correct papers, tally errors, and score.
H. Have teachers of other grade levels talk to students.
I. Discuss similarities and differences in methods and equipment.
J. Discuss many different activities involved in being a teacher.
   1. Planning lessons.
   2. Supervising playground and lunchroom.
K. Discuss necessary skills in teaching—ability to use math, language, spelling, reading skills, attitudes toward learning and children.
L. Discuss specializations in the teaching field.
   1. Guidance
   2. Speech therapy
M. Sketch impressions of the teacher in various teaching activities.
N. Have students bring cigar or shoe boxes for models of school classrooms.
O. Assemble construction paper, paste, crayons, felt tip markers, drawing paper, scissors, etc.
P. Construct a scale model of a classroom from boxes and construction paper.

V. EVALUATION:

A. Students will be observed for awareness of a teacher's duties through role-playing and discussion. Students will write a story about their teacher listing jobs that a teacher must do and some reasons why teachers enjoy their work.

VI. RESOURCES:

A. *Books*

1. *I Want To Be A Teacher,* Greene, Carla, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607, 1957.
2. *About School Helpers,* Hoffman, Elaine, Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Illinois 60607, 1967.

B. *Pamphlet*

"Should You Be A Teacher?" Russell, William F., New York Like Insurance Company, 51 Madison Avenue, NY, NY.

C. *Resource Person*

Other teachers

D. *Sample Word List*

school
teacher
principal
librarian
nurse
pencil
chalk
student
office
cook
janitor
bus driver
cafeteria
typewriter
phone
secretary
kindergarten
elementary
lunch
recess
playground
gymnasium
broom
blackboard

PRINCIPAL

Module No. 4 Correlation: Language Arts and Art

I. GOALS:

After teachers have directed learning activities in this and other *units,* the students should be able to:

A. Recognize the relationship between life styles and the dictates of the work situation, e.g. financial, hours of work, geographical location, physical and mental requirements, etc.

B. Understand that additional education and experience allows the individual access to a larger number of occupations.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module,* the student should be able to:

A. Describe the role of the principal as it relates to his/her directing the educational and functional activities of the school.

B. Share feelings about the principal's responsibility for the behavior of pupils.

C. Support the contention that the principal acts as an information center for the school and the school's interaction with the community.

D. Relate that a principal is usually a teacher who decides to further his/her education and accept greater responsibilities.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The principal has a position of dignity in the community; is chief authority of the school; is responsible for making rules that affect pupils and for their behavior; is responsible for the management of the school and for the selection and support of the teaching personnel.

The principal must have the ability to work with a variety of people and to solve problems associated with the school. He/she must also enjoy working with children and be able to communicate with them on all levels.

The principal's position provides a sense of doing a job that is meaningful and important. It affords time for study and advancement, regular hours, and liberal holidays.

B. *Materials and Equipment*

1. Boxes
2. Construction paper
3. Crayons
4. Paints
5. Paste
6. Scissors
7. Study prints
8. Resource person
9. Books

IV. LEARNING ACTIVITIES:

A. View study prints and discuss what is seen.

B. Discuss activities of a school principal—what he does and how his job relates to that of other school workers.

C. Compose a list of questions for students to ask the principal.

D. Have principal visit classroom and talk about his/her work.

E. Students visit principal's office in groups of five or six.

F. Students report what they observed in principal's office, what equipment they saw being used, and who else was involved with the principal's work day.

G. Role-playing the principal interacting with other school workers.

H. Construct a model of the principal's office to go with model classroom.

V. EVALUATION:

A. The teacher will evaluate the student's understanding of the role of the principal through observation, discussion and interpretation of roles.

B. The teacher will evaluate the students on a written description or oral report of the principal's role in the school.

VI. RESOURCES:

A. *Books*

1. *About School Helpers,* Hoffman, Elaine, Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Illinois 60607, 1967.
2. *People Who Work Near Our House,* Judson, Clara, Random House, 201 East 50th Street, New York, New York 10022.
3. *How Schools Aid Democracy,* McCabe, Sybil, Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153, 1964.
4. *Let's Find Out About School,* Sharp, Martha, Franklin Watts, Inc., 845 Third Avenue, New York, New York 10022, 1961.
5. *Schools Are Where You Find Them,* Speiser, Jean, The John Day Company, 257 Park Avenue, South, New York, New York 10010.

B. *Resource Person*

School Principal

C. *Study Print*

"Schools, Families, Neighborhoods", Field Educational Publication, Inc., 609 Mission Street, San Francisco, California.

P-2.9

LIBRARIAN

Module No. 5

Correlation: Language Arts
Mathematics

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the affective, cognitive, and dimensions that accompany various kinds of work.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Verbalize the duties of a librarian.
B. Recognize library equipment, e.g. station, tape recorders, and filmstrip viewers.
C. Locate reference area, picture book and vertical files.
D. Explain how libraries are organized and operated.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A librarian must enjoy working with others; have a broad background in literature; and interests in a variety of subjects.

He/she must be a certified teacher, enjoy working with children and have knowledge of the school curriculum.

The librarian has many duties such as: selecting and purchasing books, periodicals, audo-visuals; organization and circulation of materials; assist students and teachers in research, study and recreation.

B. *Materials and Equipment*

1. Chart paper
2. Filmstrips
3. Projector
4. Resource person
5. Books

IV. LEARNING ACTIVITIES:

A. Visit school library for tour of facilities and demonstration of equipment.
B. Make students aware that the library is organized according to a numbering system and that various numbers are related to the kinds of materials. (Dewey Decimal System)
C. Let student check out a book, noting the jobs involved.
D. Let students assist in counting circulation for their class.
E. The librarian visits the classroom for an interview and answers questions.
F. Show filmstrips: "Library Workers", "Exploring the Library", "Learning To Be Responsible".
G. Follow filmstrips with listing librarian's duties and related occupations as viewed in the filmstrips.
H. Students write a story about "What's Happening At The Library".

V. EVAULATION:

A. The teacher will evaluate the students by having them make a chart listing the duties of a librarian. Students will be evaluated on their language skills in story writing. Students will demonstrate the procedures to follow in checking out a book.

VI. RESOURCES:

A. *Books*

1. *A Book To Begin On Libraries*, Bartlett, Susan, Holt Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York, 10017.
2. *I Want To Be A Librarian*, Greene, Carla, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607, 1957.
3. *The Children's Book on How To Use Books And Libraries*, Matt, Carolyn, Baisden, Leo B., Charles Schribner's Sons, 597 Fifth Avenue, New York, New York 10017.
4. *How Reference Resources Help Us*, Nichol, William, Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153, 1964.
5. *What Happens At The Library*, Shay, Arthur, Regnery, Henry Co., 114 W. Illinois Street, Chicago, Illinois 60610 1971.
6. *The First Book of Facts And How To Find Them*, Whitney, David, Watts, Franklin Watts Inc., 845 Third Avenue, New York, New York 10022, 1966.

B. *Filmstrips*

1. "Exploring The Library", *Using The Elementary School Library*, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.
2. "Learning To Be Responsible", *Learning To Live With Others*, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.
3. "Library Workers", *Community Workers and Helpers*, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

C. *Resource Person*
School Librarian

SECRETARY

Module No. 6 Correlation: Language Arts and Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Identify similarities of local careers to careers in general.

B. Understand that different kinds of occupations require different kinds of preparation.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the duties of a school secretary.

B. Name the "tools" of a school secretary.

C. Recognize certain skills required to use these "tools".

D. Compare the job of a school secretary to that of all secretaries.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The school secretary is responsible for answering telephones, principal's correspondence, filing of school records, processing purchase orders of supplies and equipment, and greeting and welcoming visitors. She/he also handles school supplies for classroom use—e.g. pencils, paper, erasers, etc.

B. *Materials and Equipment*

1. Boxes
2. Crayons
3. Paste
4. Construction paper
5. Magazine pictures
6. Scissors
7. Study prints
8. Pamphlets
9. Books
10. Magazines

IV. LEARNING ACTIVITIES:

A. Read books on being a secretary.

B. Visit office and interview secretary.

C. Report what was observed—duties of secretary, equipment seen in operation, people who came in, etc. List on blackboard as they are reported.

D. View study prints and describe what is being done.

E. Construct and add model of secretary's work area to school model.

F. Assemble magazine clippings of office equipment and secretaries on the job.

G. Ask secretary to visit classroom and role play with students.

V. EVALUATION:

A. Students will be observed for understanding of necessary tools and functions as they choose pictures and construct their office model.

B. Students will be required to make a list of secretarial duties and skills.

VI. RESOURCES:

A. *Book*

I Want To Be A Secretary, Baker, Eugene, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.

B. *Pamphlet*

"Should You Be A Secretary?" Jennings, Clare. H., New York Life Insurance Company, 51 Madison Avenue, New York, New York.

C. *Study Print*

"Schools, Families, Neighborhoods", Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

D. *Resource Person*

School Secretary

NURSE

Module No. 7

Correlation: Language Arts, Science and Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

- A. Understand that there are many kinds of jobs in the school.
- B. Identify similarities in education for careers in nursing, and to nursing careers in general.
- C. To value medical careers terms of their contribution to the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

- A. Explain that the school nurse is a specialist with training in medicine.
- B. Describe that a school nurse has the same training and knowledge as a nurse in a hospital, doctor's office, or clinic.
- C. Compare the many other occupations in medicine to that of a registered nurse—e.g. nurses aides, practical nurses, doctors, hospital workers, x-ray technicians, ambulance attendants, and pharmacists.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A nurse must be reliable. A patient's life may depend on his/her reliability in carrying out the doctor's orders. A nurse must learn many complicated techniques and skills. She/he must be understanding, like people, and have a sense of humor. Also a nurse must have good health, both physically and emotionally.

The school nurse must be a registered nurse. There are three ways to become a registered nurse: attend a hospital school of nursing for three years; attend a college or university to achieve a B. S. degree in nursing, four or five years; and participate in associate degree program for two years. After successful completion of any of the above courses of study, the nurse must pass an exam by the State Licensing Board.

Specific duties include: discover physical problems that may deter learning ability and make recommendations to teachers, parents, and doctors regarding these problems; attend minor accidents that occur at school; detect symptoms of contagious diseases to help prevent their spread; administer health tests; keep records, and advise teachers of health practices that may be incorporated into classroom routines.

B. *Materials and Equipment*

1. Books
2. Pamphlets
3. Study prints
4. Resource person
5. Chart paper

IV. LEARNING ACTIVITIES:

- A. Have students research information about nursing and related occupations.
- B. Visit the school nurse in his/her working environment.
- C. List the duties of a school nurse and the different instruments he/she uses.
- D. Have students report on various other related occupations and subjects, e.g. medicines, drugs, immunizations, and diseases.
- E. List health habits that are desirable.
- F. View filmstrips: "Hospital Workers" and "Doctor's Office Workers".
- G. Compare and contrast what is seen with the duties of a school nurse.
- H. Let students prepare a hospital role play program using actual nursing equipment.
- I. Draw upon the many current television series about doctors and nurses.

V. EVALUATION:

- A. Students will make a list of health habits and tell why each is important.
- B. Students will write about the school nurse, what he/she does, why his/her job is important to the school, and what she/he had to do to become a nurse.
- C. Students will list other related occupations.

VI. RESOURCES:

A. *Books*

1. *Vaccination and You*, Cohen, Daniel, Messner, Julian, Division of Simon & Schuster, Inc., 1 W 39th Street, New York, New York 10018, 1969.
2. *I Want To Be A Doctor*, Greene, Carla, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.
3. *I Want To Be A Nurse*, Greene, Carla, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.
4. *Let's Find Out About The Hospital*, Kay, Eleanor, Franklin, Watts, Inc., 845 Third Avenue, New York, New York 10022.
5. *Your Health*, Klagsbrun, Francine, Franklin Watts, Inc., 845 Third Avenue, New York, New York 10022, 1969.

6. *How Doctors Help Us,* Mecker, Alice, Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153, 1964.
7. *First Aid,* Pottoff, Carl, Boy Scouts of America, National Council, New Brunswich, New Jersey 08906, 1957.
8. *Johnny Goes To The Hospital,* Sever, Josephine, Houghton Mifflin Company, Two Park Street, Boston, Massachusetts 02107, 1953.
9. *Let's Find Out About Safety,* Shapp, Martha, Franklin Watts, Inc., 845 Third Avenue, New York, New York, 10022, 1964.
10. *What It's Like To Be A Doctor,* Shay, Arthur, Regnery, Henry Co., 114 West Illinois Street, Chicago, Illinois 60610, 1971.
11. *About Jerry and Jimmy And The Pharamacist,* Thompson, Frances B., Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Illinois 60607, 1964.

B. *Filmstrips*

1. "Doctor's Office Workers", Community Workers and Helpers, Group I Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project #123).
2. "Hospital Workers", Community Workers and Helpers, Group II, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project #122).

C. *Pamphlet*

"Should You Be A Nurse?", Sleeper, Ruth, New York Life Insurance Company, 51 Madison Avenue, New York, New York.

D. *Resource Person*

School Nurse

E. *Study Print*

"Schools, Families, Neibhborhoods", Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

C9

CAFETERIA WORKERS

Module No. 8

Correlation: Science, Art,
Language Arts and
Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand that the health and energy needs of students are met at school by the cafeteria workers.
B. Value cafeteria workers as specialists in handling food and maintaining cafeteria services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Tell how nourishing goods are important to health and, therefore, to learning.
B. List skills that are necessary to become a cafeteria worker.
C. Describe the contribution that cooks make to the individual and society.
D. Describe health factors in refrigerating foods and identify goods that must be refrigerated.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The work schedule of cooks may be very different from other school workers. Cooks must pay close attention to personal cleanliness, have a keen sense of smell, and have the ability to cooperate with a group. They must also observe State Sanitation requirements for food handlers. A certain amount of physical and mental activity is involved, such as: planning meals, ordering necessary foods, preparing meals, distributing and collecting payment for food, maintain and care for cafeteria equipment.

B. *Materials and Equipment*

1. Crayons
2. Drawing paper
3. Old magazines
4. Paste
5. Scissors
6. Books
7. Filmstrips
8. Resource person
9. Instant pudding
10. Milk

IV. LEARNING ACTIVITIES:

A. Read books about health and proper diet.
B. View filmstrips about food and health.
C. Discuss the operation of a school lunch program. Who does what?
D. List why it is important to have such a program.
E. Formulate questions to ask.
F. Visit the kitchen in the morning while lunch is being prepared and during the afternoon to see cleanup work.
G. Discuss what was on the menu and what guidelines were used to plan such a menu.
   1. Is the lunch a balanced meal?
   2. Do the cooks have help planning lunches?
   3. Is the food prepared in advance?
H. Discuss the duties of workers and their attitudes about their work.
I. Write what would happen if the cooks did not do their job well.
J. View filmstrips: "Find Out How Foods Are Used In Your Body", "The Story of Bread", "The Story of Fruits and Vegetables", "The Story of Meat", "The Story of Milk", and "The Foods We Eat".
K. Discuss why it is important to have a balanced diet. How can it affect the student's ability to do school work?
L. Make a chart showing the basic food groups.
M. Make a frieze containing pictures of vegetables, or riddles about food.
N. Make picture menus of clippings and drawings.
O. Experiment with refrigeration. Put one small quantity of milk in refrigerator, and an identical quantity in a glass in the classroom. Allow both to remain for two days. Check both.
P. Write letters to thank the cooks for their visit.
Q. Make instant pudding in the classroom.
R. Discuss how the food gets to the school.
   1. Does it come by truck from local merchants?
   2. Are there special trucking firms for schools food programs?

V. EVALUATION:

A. The teacher will evaluate the student by the amount of interest which is shown during the discussion, by the contributions which are made to the discussion, and by the story and pictures created about work roles studied. The teacher will evaluate the student by the amount of cooperation and teamwork demonstrated during the participation in the cooking activity.

VI. RESOURCES:

A. *Books*
   1. *First Book of Boy's Cooking*, Beim, Jerrold, Franklin Watts, Inc., 845 Third Avenue, New York, New York 10022, 1957.
   2. *Eating and Cooking Around the World*, Berry, Erick, The John Day Company, 257 Park Avenue, South, New York, New York 10010, 1963.
   3. *Cook-A-Meal Cook Book*, Clark, Garcl, Scott Publishing Co., 604 Fifth Avenue, New York, New York 10020.
   4. *And Everything Nice*, Cooper, Elizabeth K., Harcount, Brace, and Jovanovich, Inc., 757 Third Avenue, New York, New York 10017, 1966.
   5. *It's Fun to Cook*, DeLeeuw, Adele, Macmillan Company, 866 Third Avenue, New York, New York 10022.
   6. *Fun With Cooking*, Freeman, Mae, Random House, 201 East 50th Street, New York, New York 10022.
   7. *Miss B's First Cook Book*, Hoffman, Peggy, Bobbs-Merrill Company, 4300 West 62nd Street, Indianapolis, Indiana.
   8. *Nothing to Eat--But Food*, Jupo, Frank.

B. *Filmstrips*
   1. "Find Out How Foods Are Used In Your Body". (Complete address unavailable).
   2. "The Story of Milk" Singer Education Division (SVE) 1345 Diversey Parkway, Chicago, Illinois 60614.
   3. "The Story of Bread", Singer Education Division (SVE) 1345 Diversey Parkway, Chicago, Illinois 60614.
   4. "The Story of Fruits and Vegetables" (SVE) 1345 Diversey Parkway, Chicago, Illinois 60614.
   5. "The Foods We Eat" Coronet Instructional Films, Inc., Coronet Building, 65 East South Water, Chicago, Illinois 60601.

C. *Resource Persons*

   Cafeteria Workers

CUSTODIAN

Module No. 9

Correlation: Science, Language Arts, and Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Appreciate that a school depends on a custodian to maintain a clean and functioning environment conducive to learning and safety.

B. Understand that a school's physical environment affects pupil's ability to learn.

II. PERFORMANCE OBJECTIVES:

After the teacher had directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the relationship between heat, light, ventilation, and cleanliness to learning.

B. Cite examples of how the custodian's job is important to the school.

C. Tell about the duties and responsibilities of a custodian.

D. Relate some of the skills necessary to do custodial work.

III. TEACHER PREPARATION:

Teacher Notes

School custodians schedule their work so it will aid rather than disrupt other school activities. Weather affects the maintenance needs of a school, and custodians adapt their work schedule accordingly. Most custodian skills are learned by experience. They must have some knowledge of all phases of maintenance, and strength and energy for physical labor. Custodians work different time schedules, some must work early and others may stay late in the evening.

B. *Materials and Equipment*

1. Tape recorder
2. Tape
3. Resource person
4. Custodian supplies
5. Writing paper

IV. LEARNING ACTIVITIES:

A. Arrange with custodian for small committees to follow him/her for short periods of time during one school day, to observe the various tasks which he/she performs.

B. Divide class into committees for this activity, and request that they observe and take notes to report to the whole class.

C. Interview custodian with tape recorder asking questions about his/her work, what training he/she had, what kinds of tools he/she uses, etc.

D. Listen to tape and list jobs performed by custodian.

E. List tools and supplies used by custodian.

F. Discuss importance of clean environment.

G. Discuss what school would be like without the services performed by the custodian:

1. Floors would remain dirty.
2. There would not be anyone to make repairs on furniture.
3. The heat would not be regulated properly in the rooms.

H. Discuss jobs at home that are similar.

1. You must sweep floors at home, as well as school.
2. We must repair furniture when broken at home and school.
3. Heating vents must be checked and filters checked regularly at home and school.

I. Take a walking tour of the school building pointing out features which might require custodian's special care.

J. Role-playing jobs of custodian in classroom with the custodian as a resource person.

V. EVALUATION:

A. Students will identify the tools used by the custodian and associate them with the jobs to be performed.

B. Students will list skills needed to maintain school building and grounds.

VI. RESOURCES:

A. *Resource Person*

Custodian

CULMINATING ACTIVITIES

Module No. 10 Correlation: Language Arts and Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.
B. Understand the value of school subjects in terms of their function in the world outside the classroom.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the basic skills needed for each work role studied.
B. Discuss the importance of any job done well.
C. Recognize various workers and associate them with their duties and tools.
D. Tell how all jobs are important to the school and how each job requires special skills, knowledge and/or training.
E. Differentiate the jobs of school workers to the smooth operation of the school.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Many people are involved in the operation of a school. Schools function as part of the community. They provide children with a means for social interaction. There will always be a need for some type of school. School experiences are a preparation for life and most school-related jobs are open to both sexes. Schools can use community resources at all grade levels by emphasizing the role of various community helpers from business, industry and the home. Their curriculum must change to accommodate changes in society. Their curriculum must change to accommodate changes in society. There are many ways of learning: through role-playing, field trips, audio-visual means, resource persons, and actual experiences.

B. *Materials and Equipment*

1. Principal—bell, attendance report
2. Teacher—chalk, book, pencil, ruler
3. Librarian—book, charging, tray, stamp
4. Secretary—notebook, pencil
5. Nurse—thermometer, watch
6. Cafeteria worker—bowl, spoon, apron
7. Custodian—broom, dust cloth, waste basket
8. Art paper
9. Crayons

IV. LEARNING ACTIVITIES:

A. Assemble items for role-playing each school worker.
B. Assign students to various roles.
C. Set stage for role-playing.
D. Teacher states "It is time for school to begin". Each student "worker" begins his/her activity and takes his/her turn telling who he/she is and what he/she is doing . . . . e. g. the principal rings the bell, the custodian will open doors, the secretary answers the telephone, and the teacher greets the class, etc.
E. Discuss feelings about the various roles portrayed.
   1. Are you happy or sad portraying these roles?
   2. Are you a leader and comfortable in these roles?
F. Discuss all work studied.
   1. Are we planning careers in this field? Why? Why not?
   2. Can we prepare for these careers now? How?
G. Decide what school subjects might be needed by each of the people in these work areas.
H. Draw pictures of one of these workers performing the work.

V. EVALUATION:

A. Teacher observes role-playing activities.
B. Students choose a school worker and list the jobs each one performs, what training is involved, and what tools each uses.
C. The student should be able to identify at least one reason why each worker is important to the school and to society.

PEOPLE WHO WORK FOR THE CITY GOVERNMENT

A
Career Education Unit
for
Primary Level
(Kindergarten-Third)

Correlated
with
Art, Language Arts, Music, Physical Education, Science
and Social Studies

INTRODUCTION

This career education resource unit concerns itself with occupations related to city helpers. Some of the occupations which students may encounter are: policemen, firemen, librarian, mayor, and bus driver.

Career Education is not an end in itself. Rather it is a method of teaching which utilizes "real" experiences to illustrate abstract symbols and concepts found in the existing subjects being taught. This method of teaching makes use of field trips, role playing, resource people, media and research activities. The intent is to help students achieve both academic goals and career education goals.

This unit is to be correlated with language arts, music, art, science, math, and social studies. This unit is not to be taught as a separate subject. In language arts, the students are involved in writing letters, discussions, reading, reporting, listening, role playing and creative writing. In art, the students are involved in drawing, cutting, making bulletin boards and modeling clay. In social studies, the students are involved in social aspects of work, the importance of work to the individual, family and society. In science, the students are involved in experimentation. In math they must work with numbers, measurement and counting money.

This unit is intended to be completed during one semester. It may be shortened or expanded to more effectively meet the needs of the student involved.

INTRODUCTION TO CITY WORKERS

Module No. 1

Correlation: Language Arts
Social Studies
and Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.
B. Understand the value of school subjects for effective work in the world outside the classroom.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the importance of city workers.
B. Discuss the basic skills needed for various work roles of city workers.

III. TEACHER PREPARATION:

A. *Teacher Notes*

City workers are employed to serve the identified needs of individuals (need for fire-police protection) and to further social goals (freedom, etc). City workers are required to possess many educational skills in order to effectively carry out their work.

B. *Materials and Equipment*
  1. Films
  2. Filmstrips
  3. Projector
  4. Story Paper
  5. Crayons
  6. Books

IV. LEARNING ACTIVITIES:

A. View filmstrip "Why We Have Rules and Laws".
B. View films
  1. "Why People Have Special Jobs"
  2. "What Is A City?"
C. Discuss the importance of city workers
  1. City workers keep our city clean, safe and useable.
  2. We can enjoy our parks and pools because of them.
D. Write a story about a city worker, describing their importance in helping others.
E. Draw a picture to go along with the story.
F. Discuss the need for basic skills in various occupations.
  1. Protection
  2. Safety
G. Read books about city workers which are placed in special learning centers.

V. EVALUATION:

A. The teacher will evaluate the student through language skills in discussion.
B. The teacher should be aware of any motivational changes in the students.
C. The teacher will evaluate the student on interest and contribution of story telling.

VI. RESOURCES:

A. *Books*
  1. *Communities and Their Needs*, Silver Burdette Company, 250 James Street, Morristown, N.J. 07960
  2. *About Friendly Helpers Around Town*, Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Illinois 60607
  3. *Everyone Has Important Jobs to Do*, (complete data unavailable).
B. *Films*
  1. "Why People Have Special Jobs", Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601 (RESA V Film Library—MP 1387)
  2. "What Is A City?" Coronet Films, 65 E. South Water Street, Chicago, Illinois, RESA V Film Library
C. Filmstrip
  1. "Why We Have Rules and Laws", Singer Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614

THE POLICEMAN

Module No. 2

Correlation: Language Arts
Art and
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the value of the services a police officer performs in the community.
B. Understand that different jobs are performed in the police department.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Name several jobs done by those working in the police department.
B. Name the ways in which the policeman helps the community.

III. TEACHER PREPARATION

A. *Teacher Notes*

Police officers provide protection services against theft, damage to personal property, etc., safety activities such as traffic laws and safety for children, counseling services, etc. Many different jobs exist in the police department such as clerical, patrol, helicopter pilots, investigations, etc.

B. *Materials and Equipment*

1. Resource person
2. Films
3. Projector
4. Tape Recorder
5. Library Books
6. Magazines
7. Scissors
8. Paste
9. Art paper
10. Paint
11. Clay

IV. LEARNING ACTIVITIES:

A. Listen as the police officer discusses his/her profession, and watch as he/she demonstrates his/her automobile.
B. Watch and listen to films, and afterwards, in a circle, discuss the importance of the police officer's job.
C. Listen as the teacher reads stories about the police officer; also, check out books from the library display table for home use.
D. Help construct a mural, the theme of which will be "The Police Officer's Job", and afterward prepare a story on this topic.
E. Write a thank you letter to the police officer for his/her visit, (with the help of the teacher).
F. Construct police officer's badge.
G. Allow children to make traffic signs and signals from the construction paper and play police officer by using a whistle.
H. List different jobs done by police officer in the community.
I. Make clay models of police cars.
J. Prepare a learning center where children can read books, listen to tapes, records, and have paper available for "Things We Want to Know about Police Officers."

V. EVALUATION:

A. The teacher will evaluate the student on his/her interest and participation in discussions—the child's insight into what goes into a police officer's job.
B. The teacher will evaluate the student based upon his/her enthusiasm for art activities.
C. Have children name several jobs done by police officers.

VI. RESOURCES:

A. *Books*

1. *I Want to Be a Policeman*, Green, Children's Press, 1224 West Van Buren Street, Chicago, Ill., 60607.
2. *Let's Go to a Police Station*, Saiten, Messner, One West 39th Street, New York, NY 10018.
3. *The Little Fat Policeman At Work*, Brown and Hurd, Simon and Schuster, Inc., 630 Fifth Avenue, New York, New York 10020.
4. *On the Beat, Policeman at Work*, Harcourt, Brace and Jovanovich, Inc., 757 Third Avenue, New York, NY 10017.
5. *Let's Find Out About Policeman*, Shapp, Franklin Watts, Inc., 845 Third Avenue, New York, NY 10022
6. *Policemen The World Over*, Torbett, Hastings House Publishers, Inc., 10 E. 40th Street, New York, NY 10016

B. *Film*

"The Policeman", Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60611.

C. *Study Prints and Records*

"The Policeman", Singler Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

P-3.5

THE FIREMAN

Module No. 3
Primary

Correlation: Science, Art
Language Arts,
Social Studies

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value the work of the fireman in terms of his contribution to the community.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Orally describe the functions of the fireman.
B. Demonstrate how to use his/her home-made fire extinguishers.
C. Orally describe his/her home in regard to whether or not it is a fire hazard.

II TEACHER PREPARATION:

A. *Teacher Notes*

Firemen provide protection of our lives, homes and personal property against the ravages of fire. They also protect property belonging not only to the individual but to the greater society as well: buildings and lands. A range of jobs demanding both physical skills and administrative talents are found in the careers of firefighting.

B. *Materials and Equipment*

1. Fire pail labels
2. Coffee cans
3. Baking soda
4. Fire Hazard report
5. Films
6. Filmstrips
7. Records
8. Projectors
9. Tape recorder
10. Record player
11. Books
12. Magazines
13. Crayons
14. Scissors
15. Paper
16. Paste
17. Chart paper
18. Fire extinguisher
19. Toy fire trucks

IV. LEARNING ACTIVITIES:

A. Participate in the field trip and write thank you letters to the fire station.
B. Tape interview with the fireman at the fire station.
C. Later, back at school, discuss the importance of the fireman's job based on field trip information.
D. Watch the fire extinguisher experiment performed by teacher.
E. Make fire pails from coffee cans, fire pail labels, and baking soda.
F. Fill out with, the help of parents, the fire hazard report which is available at the fire station.
G. View films, filmstrips, study prints, and discuss the value of the fireman's contribution to the community.
H. Participate in a mock fire drill.
I. Construct fireman hats, then role play a fireman putting out a fire.
J. Draw a ladder and put new reading or spelling words on each rung. When a child is able to reach the top of the ladder, he may make a fireman's bade to wear.
K. Make an exhibit of toy fire trucks that are used in putting out fires.

V. EVALUATION·

A. Evaluate the student on his/her interest and contribution to the discussion and understanding of the role of the fireman.
B. Teacher will evaluate the student on his/her interest and contribution to the activities.

VI. RESOURCES:

A. *Books:*

1. *Country Fireman*, Beim, Morron Publications, 4163 Market Street, San Diego, California 92101.
2. *Five Little Firemen*, Brown and Hurd, Simon & Schuster, Inc., 630 Fifth Avenue, New York, New York 10020.
3. *I Want to Be A Fireman*, Green, Children's Press, Inc., 1224 West Van Buren Street, Chicago, Illinois 60607.
4. *The Little Fire Engine*, Lenski, Walck, Inc., 19 Union Square, West, New York, New York 10003.

5. *True Book of Policemen and Firemen,* Miner, Children's Press, Inc., 1224 West Van Buren Street, Chicago, Illinois 60607.

B. *Films*

1. "The Fireman Is Sad and Cries", McGraw-Hill Films, 327 South 41st Street, New York, New York 10036.
2. "Careers in Firefighting", Coronet Films, Coronet Building, Chicago, Illinois 60611.
3. "Donald's Fire Survival Plan", Walt Disney Productions, 350 S. Buena Vista Street, Burbank, California 91503. (RESA V Film Library—# MP 1139.)
4. "Fire—What Makes It Burn", Encyclopedia Britannica, 425 North Michigan Avenue, Chicago, Illinois 60611, (RESA V Film Library—MP 224).
5. "The Fireman", Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60617.
6. "Fire Drills and Fire Safety", Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, IL 60611

C. Filmstrips

1. "Fire Department Workers" from the filmstrip kit Community Workers and Helpers, Group II, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.
2. "The New Fire Engine"

D. *Study Prints and Records*

"The Fireman", Singer Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

THE LIBRARIAN

Module No. 4
Primary

Correlation: Language Arts
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the relationship between personality characteristics and the requirements of particular occupations.

B. Understand the value of school subjects in the world outside the classroom.

II. PERFORMANCE OCCUPATIONS:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Talk about the importance of any job well done.

B. Discuss the basic skills needed for various work roles of librarians.

III. TEACHER PREPARATION:

A. *Teacher Notes*

From the stereotyped character of the Music Man's Mariane Madame Librarian, to today's college trained and certified librarian, certain basic qualities are required for such a career. The ability to interact with people of all ages and interests, yet to work alone with close attention to detail, the librarian's world is based on order much deeper ingrained than Dewey's Decimal System. It is a restricted world within concrete walls where the only freedom achieved comes vicariously from other tales.

B. *Materials and Equipment*

1. Films
2. Filmstrips
3. Projectors
4. Tape Recorder
5. Story paper
6. Crayons
7. Library cards
8. Books

IV. LEARNING ACTIVITIES:

A. View films and filmstrips

B. Discuss the importance of libraries
   1. To make available books and literature to the community.
   2. To aid in research

C. Make up a list of questions to ask on field trip to library.

D. Make arrangements for library cards for each child.

E. Take field trip, allow each child to select a book and tape interviews with librarian.

F. Discuss the basic skills used in the librarian's occupation.
   1. Reading and classifying
   2. Use of audio-visual equipment.

G. Have children write a language experience story about the library.

H. Read books about librarians and libraries at the learning center.

V. EVALUATION:

A. The teacher will evaluate the students through language skills used in discussion and writing.

B. To gain an understanding of the educational skills required of the librarian.

VI. RESOURCES:

A. *Books*
   1. *Let's Go to the Library*, Messner Publishers, One West 39th Street, New York, New York 10018
   2. *Library Careers*, Walck Inc., 19 Union Square West, New York, NY 10003.

B. *Filmstrip*

"Exploring the Library", Singer Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

THE MAYOR

Module No. 5

Correlation: Language Arts
Social Studies
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying degrees of personal characteristics and as respected individuals who contribute to the welfare of others.

B. Understand that occupations emerge and diminish because of the social value of the resulting products and/or services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the contributions that the Mayor makes to the community.

B. Identify the reasons why his/her occupation exists.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Individuals vary in their ability to perform different tasks (work). The student should become aware that some students excell in one area while others excell in other areas because of ability, likes, and dislikes. The teacher should relate the school situation to the work situation. The position of the mayor is very important in some communities while in others, a city manager is employed and the mayor's position becomes ceremonial.

B. *Materials and Equipment*

1. Resource Person
2. Large box
3. Art Supplies
4. Writing paper
5. Tape player
6. Puzzles
7. Books (Library and texts)

IV. LEARNING ACTIVITIES:

A. Listen and discuss the particular jobs of the mayor 1)Head of police department 2)Head of city council.

B. Write thank you letters to the mayor.

C. Draw pictures of the mayor performing his/her job.

D. Read library books and play with puzzles.

E. Read story in text book.

F. Organize a campaign for mayor of the room. (Have speeches, campaign signs, construct a polling place and hold an election.)

G. Allow winner to be mayor for a week with special privileges.

H. Visit the mayor's office and tape a further interview.

I. Write experience stories on "Being Mayor".

V. EVALUATION:

A. The teacher will evaluate the student on his/her interest and contribution to the discussion.

B. The teacher will evaluate the student on his/her art skills and validity of task performed by resource person in picture.

C. The teacher will evaluate the student on language arts skills indicated in his/her story.

VI. RESOURCES:

A. *Books*

1. *What Do They Do?* Harper and Row Publishers, 10 East 53rd Street, New York, New York 10017.
2. *About The People Who Run Your City*, Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Ill. 60607.
3. *Let's Go To a City Hall*, Messner Publishers, One West 39th Street, New York, New York 10018.
4. Textbook, *The Way of The World*, Level 10, Holt, Rinehart, Winston.

B. *Visual*

Puzzles—"People and Jobs", Milton Bradley Company, Springfield, Massachusetts.

BUS DRIVER

Module No. 6

Correlation: Language Arts
Physical Education
Art
Music

I. GOAL:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value all forms of work as it relates to its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Orally state advantages of bus transportation as compared to other types of transportation.
B. Discuss the value of bus transportation to the community.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The bus driver provides a public service to people of all ages in the community. Bus drivers have many responsibilities, the most important, being the safekeeping of his passengers. They must present a good appearance and enjoy people, counting money is one job skill which is necessary, and good driving techniques are a *must*.

B. *Materials and Equipment*

1. Film
2. Projector
3. Tape Recorder
4. Books
5. Magazines
6. Scissors
7. Paste
8. Paints
9. Crayons
10. Story paper
11. Mural paper

IV. LEARNING ACTIVITIES:

A. Participate in field trip on bus.
B. List the responsibilities of a commercial bus driver compared to those of a school bus driver.
C. Write thank you letters to the bus driver for permitting the class to participate in the field trip.
D. Participate in physical education games, the central theme of which centers around the bus driver such as "The People On The Bus", or "Red Light, Green Light".
E. View and discuss film concentrating on the functions of a bus driver. 1)Proper driving etiquette. 2)Working on bus maintenance.
F. Read library books about the bus driver.
G. Construct a mural of a bus on the road, cutting out windows and placing pictures of each child in the windows.
H. Write a story entitled, "If I were a Bus Driver".

V. EVALUATION:

A. The student will be evaluated on participating in physical education games.
B. The student will be evaluated on his/her story, along with such things as enthusiasm, interest, imagination, etc.
C. The student will be evaluated through careful observation, and discussion.

VI. RESOURCES:

A. *Books*

1. *The Magic Bus*, Doblier, Wonder Books, 51 Madison Avenue, New York, New York 10010.
2. *I Want To Be A Bus Driver*, Green, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.

B. *Film*

"Safety on Our School Bus", Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60611. (RESA V Film Library MP 1064.)

P-3.10

ROLE PLAYING

Module No. 7

Correlation: Language Arts
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the intrinsic satisfaction of various work roles.
B. Understand the relationship between life styles and various work roles.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss his/her interpretation of the character he/she plays with the class.
B. Interact with others in a realistic manner about work roles.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Everyone likes to pretend, and to children make-believe becomes a reality with the help of adult clothing and concrete experiences in the adult world. Role playing provides children with a chance to be what they one day may become; to demonstrate in play and words how well they understand the world of work; and provide the students with an opportunity to express how they felt while performing various role playing activities.

B. *Materials and Equipment*

1. Large box for puppet stage
2. Art supplies
3. Uniforms of policeman, fireman and bus driver.
4. Camera
5. Film
6. Flash bulbs

IV. LEARNING ACTIVITIES:

A. Discuss the roles to be portrayed. 1)Are we all going to portray roles? 2)What roles are we going to portray? 3)What equipment are we going to need?
B. Take turns portraying various workers (firemen, policeman, bus driver, librarian, and mayor).
C. Have riddle plays portraying these various workers, also (Who am I?)
D. Discuss the feelings about the various roles portrayed.
E. Take pictures and tape students while they are portraying roles.
F. Play with visual aids kit on flannel board portraying these various roles.
G. Construct puppets (finger, hand or stick puppets for puppet show).
H. Have puppet show.

V. EVALUATION:

A. The teacher will evaluate the children on their knowledge of the particular roles they are playing.
B. The teacher will evaluate the children on language skills used in role playing and discussion.

VI. RESOURCES:

A. *Visual Aids*

1. Activity Kit, "Community Helpers at Work", Instructor Products Company, 1635 North 55th Street, Paoli, PA 19130.
2. Finger Puppets, "Community Helpers", Lucky Book Club.

WHAT WE LEARNED

Module No. 8
Primary

Correlation: Language Arts, Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand his/her interests, needs, likes and dislikes.
B. Understand the structure of occupations and recognize sources of information and experience.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss his/her likes and dislikes of the tasks performed by city workers.
B. Discuss reasons that he/she likes certain kinds of work.
C. Orally identify sources of information about occupations.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The teacher, by providing opportunities for students to interact with people in the world of city workers, will help students realize there are many interests, beliefs, attitudes, likes and dislikes connected with the positions. Some aspects of a particular job are very enjoyable while other aspects may be less enjoyable. Negative aspect must be weighed against positive aspects.

B. *Materials and Equipment*

1. Filmstrip
2. Projector
3. All materials used in unit (pamphlets, posters, pictures, stories, clippings, etc.)
4. Art paper
5. Writing paper
6. Oak Tag
7. Crayons
8. Paste
9. Scissors
10. Clay
11. Model cars

IV. LEARNING ACTIVITIES:

A. Show filmstrip
B. Develop a list of different jobs of city helpers and write a paragraph about each one.
C. Put together job lists, language experience stories and other materials into booklet.
D. Design a bulletin board related to city helpers using city map.
E. Discuss the likes and dislikes of work done by city helpers.
F. Discuss the reasons for liking certain work done by city helpers.
G. Construct a city with clay buildings, model cars, paper scenery.

V. EVALUATION:

A. The teacher will evaluate the student's participation and projects.
B. The teacher will evaluate the students on language art skills used in scrapbooks.
C. The teacher will evaluate the students on knowledge shown in discussion of city helpers.

VI. RESOURCES:

A. *Filmstrip*

"How To Use The Encyclopedia", Singer Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

PEOPLE WHO WORK FOR THE POSTAL SERVICE

A
Career Education Unit
for
Primary Level
(Kindergarten-Third)

Correlated
with
Art, Language Arts, Mathematics, and Social Studies

INTRODUCTION

This career education resource unit has been prepared for primary students. It concerns itself with occupations found in the United States Postal Service, the importance of each job, the requirements needed to get the job, and a brief look at the development of the postal system throughout history.

"Make it relevant" is a statement that is heard quite often in reference to our educational system. Career education seems to be a positive step in the "relevant" direction. By meeting and talking with individuals actually performing jobs, by making field trips to actual work sites, by researching the vocation, and by role playing the jobs the students get a "feel" for the job. Through this limited involvement in and exposure to present day occupations the student becomes aware of the relationship of education, socially and intellectually, to successfully getting and keeping a job.

This unit is to be correlated with language arts, fine arts, social studies, and mathematics. In language arts, the students are involved in writing letters, discussions, reading, lettering, oral reports, listening, and role playing. In fine arts, the students are involved in designing, drawing, painting, cutting out pictures, and making scrapbooks. In social studies, the students are involved in social aspects of work the importance of work to the individual, the family, and society. In mathematics, the students are involved in counting money and making correct change.

This unit has been prepared with a particular class in mind and it may be changed to fit the needs of other students. It is proposed that it be completed in one grading period.

AWARENESS OF POSTAL CAREERS

Module No. 1

Correlation: Language Arts
Art
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.
B. Understand the structure and methods of classifying occupations and recognize sources of information and experience.
C. Recognize that jobs emerge and diminish because of the social value of the resulting products and/or services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss work roles that exists in the postal service.
B. Describe why people are employed by the postal service.
C. Orally compare jobs in the postal service in relationship to duties.
D. Discuss the dependence of workers on the work done by others.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Student's gain a more realistic look at themselves in relation to the world of work in terms of its contribution to society.

By exploring the many jobs performed in the Postal Services Department, children can gain some insight into the specialized skill and training of the people involved in this field. The postal service has evolved because society has demanded that their services be made available.

B. *Materials and Equipment*

1. Books and magazines
2. Films and filmstrips
3. Projector
4. Construction paper, scissors, paste
5. Story paper and crayons
6. Chart paper
7. When I Grow Up Kit
8. Record player

IV. LEARNING ACTIVITIES:

A. View the filmstrip "Why Do We Work and Play?"
B. Discuss various reasons of working and playing expressed in the filmstrip and the reasons we have for what we do, i.e., interest, abilities, desires, etc.
C. Discuss values of all jobs; how one is essential to others, if one isn't done, how it affects others, how all jobs are important to society.
D. View filmstrip "90 Million Raindrops".
E. Discuss the kinds of jobs in a post office.
F. List these occupations on a classroom chart.
G. Discuss classifications of jobs.
H. Make classroom charts listing these classifications of jobs.
I. Read *I Want To Be A Postman* then discuss some of the reasons a person might choose this type of work.
J. Read *Popeye and Public Service Careers* comic book.
K. Using the *When I Grow Up, I Want To Be* kit, dress the doll in the typical postman's uniform and discuss how the uniform may change, depending on the seasons.
L. Draw or construct pictures of various duties of a postman to be used for later displays.

V. EVALUATION:

A. The teacher will evaluate the student on the discussion of the value of work—how each child sees work as being useful.
B. The teacher will evaluate the students on their discussion of the occupations found within a post office and on the discussion of equipment and materials found in a post office.
C. The teacher will also evaluate the completeness of the list on the classroom chart.
D. The teacher will evaluate the student's understanding of simple job classification.
E. The teacher will evaluate the student's understanding of the jobs by the pictures he exhibits—the completeness of the picture in portraying the duties being performed.

VI. RESOURCES:

A. *Book*

I Want To Be A Postman, Carla Greene, Childrens Press, Inc., 1224 W. Van Buren St., Chicago, Ill. 60607.

B. *Filmstrips*

1. "Why Do We Work and Play", Eye Gate 146-01 Archer Ave., Jamaica, New York 11435.
2. "90 Billion Raindrops", United States Postal Service, 1200 Pennsylvania Ave., N.W. Washington, D. C. 20260.

C. *Kits*

1. "When I Grow Up, I Want To Be", from Identity Kit Encyclopedia Britannica, Educational Corporation, 425 North Michigan Ave., Chicago, Ill. 60611.
2. "Popeye Public Service Careers", from the Popeye awareness Library Kit, Milton Bradley Co., Springfield, Mass. 01101. (RESA V Career Education Project #72.)

P-4.5

POSTAL WORKERS SERVE PEOPLE

Module No. 2

Correlation: Language Arts
Art
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying characteristics and as respected individuals who contribute to the welfare of others.

B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Tell how the Postal Service workers serve the people.

B. Recognize the value of having people specially trained to take care of the mail.

C. List requirements needed to hold a Postal Service job, i.e., physical, intellectual, etc.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The Postal Service is a business applying modern techniques toward improving the postal service. They employ many people who are attempting to respond to the needs of its customers. A variety of different kinds of people are needed in the postal service to perform the many different functions required.

B. *Materials and Equipment*

1. Student pictures constructed in Module 1.
2. Writing paper
3. Construction paper
4. Crayons
5. Drawing pencils
6. Paste
7. Scissors
8. Old magazines (for pictures)
9. Filmstrip
10. Projector
11. Classroom Interaction Check Sheet

IV. LEARNING ACTIVITIES:

A. Review the children's pictures from Module 1 and start discussion by asking, "Now that we know what a postman does, could anyone tell me where he gets the mail?" Elicit responses such as the post office, from individuals, from businesses, etc.

B. Discuss the value of the service that the postman performs. (Saves us time and money, we can send letters all over the world, etc.)

C. Show and lead discussion on the filmstrip "The Post Office and Postal Workers".

D. Make a list of the different jobs mentioned in the filmstrip and discuss the duties of each.

E. Introduce the idea of building a post office in the room and discuss the importance of knowing and remembering the various postal jobs and the duties of each.

F. Start "The People of the Postal Service" scrapbook by having the students write a brief introduction telling what postal workers do and how they serve us. This book is to be completed at the end of the unit.

G. Draw, construct, or cut pictures from magazines to illustrate the various postal workers and their duties which will be placed in the scrapbook.

V. EVALUATION:

A. The teacher will evaluate the list each student has of the various postal personnel—checking for competeness of information gathered from classroom discussions.

B. The teacher will evaluate the scrapbook covers for neatness, spacing, letter formation, etc.

C. The teacher will evaluate the student by observing his interest from the questions asked, attention given, and general class interaction.

D. The Classroom Interaction Checksheet will be filled out now by the teacher and re-checked at the end of the unit. (Checksheet is included at the end of this module.)

VI. RESOURCES:

Filmstrip

"The Post Office and Postal Workers", Eye Gate 146-01 Archer Avenue, Jamaica, New York 11435.

P-4.6

CLASSROOM INTERACTION CHECKSHEET

Compiled by Judith Miller

Name		Argues frequently	Withdrawing from group	Inconsiderate of other	Willing to help others	Listens to others	Shares Materials	Beginning Comments	Noticable change in behavior	Comments (End)
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	
	B* E*	———	———	———	———	———	———		———	

*B—To be checked y(yes) or n (no) at the beginning of the unit.
*E—To be checked y(yes) or n (no) at the end of the unit.

P-4.7

BUILDING A POST OFFICE

Module No. 3

Correlation: Language Arts
Art
Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the intrinsic satisfaction of various work roles.
B. Interact effectively in a variety of situations while being aware of the needs of others.
C. Conceptualize and operationalize concepts such as numbers, arithematic operations, mathematical application, geometric operations, and measurement.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Demonstrate cooperative work habits.
B. Examine his/her likes and dislikes of the jobs performed and why he/she feels this way.
C. Contribute as a working member of the class in some capacity, i.e., measuring, gluing, cutting, taping, etc.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Simulated experiences provide children a realistic encounter with jobs and an opportunity to "try on" a particular role. Children should be encouraged to discuss their likes and dislikes of each job and avoid making final decision on a particular job. Each child should be urged to explore a variety of career alternatives.

B. *Materials and Equipment*

1. Empty appliance boxes (5)
2. Masking tape
3. Glue
4. Paints
5. Tape measure
6. Yark stick
7. Films
8. Projector
9. Empty boxes (15-20 various sizes)
10. Poster board
11. Art paper
12. Crayons
13. Chalk
14. Scissors

IV. LEARNING ACTIVITIES:

A. View film "The Post Office".
B. Discuss kinds of equipment and materials found in a post office.
C. Discuss, describe, and decide the way the post office will be constructed to meet the needs of the "class" Postal Service workers.
D. View film "Let's Measure—Inches, Feet, and Yards".
E. Construct post office from appliance boxes—measuring for windows, doors, etc.
F. Prepare posters and signs to add to post office scene.
G. Construct outside letter receptacles from cardboard boxes and paint them appropriately.
H. Discuss likes and dislikes of tasks performed.
I. Discuss the roles to be played and make sure that the students understand the duties of each role they are to portray.
J. Discuss the importance of getting along with co-workers.
K. Take turns portraying various workers (window clerk, carriers, sorters, etc.)
L. Discuss students' feelings about the roles they played.
M. Discuss the academic skills needed by the various postal workers.

V. EVALUATION:

A. The teacher will evaluate the student's understanding of measurement with a worksheet on which the student will measure the given dimensions of the post office.
B. The teacher will evaluate how well the student does his/her share of the work and gets along with the others as he/she works.
C. The teacher will observe the interaction during the role-playing and consider the effectiveness of the student's role-playing.
D. The teacher will also evaluate the student on how well his/her portrayal resembles the real worker.

VI. RESOURCES:

A. *Films*

1. "The Mail Goes Through", Eye Gate, 146-01 Archer Ave., Jamaica, New York 11435.
2. "The Post Office"
3. "Let's Measure—Inches, Feet, and Yards", Coronet Films, 65 E. South Water St., Chicago, Ill. 60601. (RESA V Film Library #MP 387.)

PLAYING POST OFFICE

Module No. 4

Correlation: Language Arts
Art
Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Appraise academic abilities, disabilities, aptitudes, and limitations.
B. Personally become involved in physically, mentally, and emotionally imitating the role of workers who demonstrate effective work habits.
C. Examine the structure and methods of classifying occupations and recognize sources of information and experience.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Classify jobs found within the post office.
B. Select tasks in which he/she can achieve success.
C. Choose a task in which he/she can succeed and advance to more difficult tasks gradually.
D. Recognize and locate information about the post office.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The format for role-playing the Postal Service jobs in the classroom requires the use of accurate job titles, identification of the work setting, and direct or simulated experiences. This could be difficult unless proper costumes, props, and actual job scenes are planned for this simulated experience. Student feelings about the simulated work roles shall be openly discussed.

B. *Materials and Equipment*

1. Mimeograph stamps on colored paper
2. Play money
3. Library books
4. Picture study prints
5. Ice cream containers or carpet roll spools (14" sections)
6. Paint
7. 4" x 8" oak tag pieces
8. Letter paper
9. Envelopes

IV. LEARNING ACTIVITIES:

A. Read library books about postal workers.
B. Divide into small groups and discuss picture study prints.
C. Classify post office workers by the type of hats and clothing worn.
D. Design a bulletin board about the kinds of post office workers using picture study prints.
E. Find information about post office procedures, workers, and equipment at home by asking parents or neighbors questions.
F. Give short oral reports on findings from their interviews with parents or neighbors.
G. Discuss duties of a postmaster as the student knows them, i.e., sells stamps (discuss why stamps are needed and why there are stamps of different monetary value), sends us mail (from where?), writes money orders (why?), changes money, etc.
H. Each student addresses an envelope to the person who sits beside him, goes to the post office, buys a stamp (already made up), and mails his letter.
I. Discuss and demonstrate correct change making activities.
J. View film "But How Does It Get There?", United States Postal Service.
K. Direct students in making mail boxes. Using ice cream containers (3-5 gallon size) or 14" section of carpet roll center tube, have each child paint and decorate container. If carpet roll sections are used, tape medium weight cardboard on one end to close it in. While paint is drying, have each child prepare a name card on 4" x 8" oak tag. Glue eight boxes together to make three units of mailboxes. Affix name cards to sides of boxes for each identification.
L. Choose 5 mail clerks—let them work out system of sorting all papers, etc. and placing in appropriate boxes. At the end of one week, let these five clerks "hire" their replacements.
M. Divide the room into routes and have mail carriers deliver the mail. Homework may also be delivered in this manner.
N. List possible questions, which may have arisen, to ask the resource persons when they come the following day.

V. EVALUATION:

A. The teacher will evaluate the students on their discussion of picture study prints and on the information given in the oral reports.
B. The teacher will evaluate the students on the thoroughness of their classifications of post office workers.

C. The teacher will also evaluate the design and construction of the students' bulletin board.
D. The teacher will evaluate each student's understanding of correctly making change with a worksheet and during the actual change making process in the post office.
E. The teacher will evaluate each child on the correctness of his/her technique of addressing an envelope, spacing, writing, clarity, etc.

VI. RESOURCES:

A. *Books*

1. *Let's Go To The Post Office*, G. P. Putnam's Sons, 200 Madison Ave., New York, N. Y. 10016.
2. *How We Get Our Mail*, Benefic Press, 10300 West Roosevelt Rd., Westchester, Ill. 60153.
3. *What Happens When You Mail A Letter*, Reilly & Lee, 114 W. Illinois St., Chicago, Ill. 60610.

B. *Film*

"How Does It Get There?", United States Postal Service, 1200 Pennsylvania Ave., N.W. Washington, D. C. 20260.

INTERVIEWING POSTAL WORKERS

Module No. 5

Correlation: Language Arts
Social Studies
Mathematics
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.
B. Understand the relationship between occupations and the production, distribution, and consumption of goods and services.
C. Recognize the relationship between life styles and the dictates of the work situation, e.g., financial, hours of work, geographical location, physical and mental requirements, etc.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the duties of the resource persons, both positive and negative.
B. Describe the values of the jobs done by the resource persons.
C. Talk about requirements needed to get a job in the various levels of the Postal Service.
D. Compare and contrast the life styles of the various resource persons.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The Postal Service employees, i.e., inspectors, postmasters, clerks, carriers, etc., have their special duties. Materials (stamps, money orders, etc.) and equipment used (machines, sacks, locks, etc.), in the rural post office differs from a city post office (first class office). If there were no organized postal service available we could have many problems.

B. *Materials and Equipment*

1. Zip Code Directory
2. Brown wrapping paper
3. Address labels (real or mimeographed)
4. Envelopes (real or mimeographed)
5. Art paper
6. Drawing pencils
7. Crayons
8. Scotch tape
9. String or twine for packages
10. Resource persons 1) Postmaster 2) Letter Carrier 3) Mail Clerk 4) Mail Handler

IV. LEARNING ACTIVITIES:

A. Review questions to be asked in interview: include hours of work, location, physical and mental requirements, financial creativity, emotional, contribution, responsibility aspects of career.
B. Interview postmaster, letter carrier, mail clerk, mailhandler using questions previously prepared plus spontaneous pupil questions. A tape recorder may be used to record responses.
C. List reasons why each likes his job.
D. List reasons why each may dislike his job.
E. Discuss negative and positive aspects of the job.
F. Compare and contrast the life style of the postmaster, letter carrier, mail clerk and mailhandler.
G. Experiment with wrapping packages for mailing with assistance from the resource person.
H. Weigh packages and letters and discuss postage involved.
I. Practice addressing envelopes (complete address) with resource person and discuss what happens to items which cannot be delivered because of incomplete or illegible address.
J. Discuss reason for zip code.
K. Draw in zip code areas on a mimeographed map of the United States.
L. Draw a picture of Mr. Zip and write a short story about him for "The People of the Postal Service" scrapbook.
M. Write thank-you letters to the resource persons.

V. EVALUATION:

A. Teacher will listen to verbal descriptions of careers and their contributions to society and discussion comparing and contrasting life styles.
B. The student will be evaluated on his/her zip code map of the United States (Correct state placement, etc.)
C. The student will be evaluated on his/her weighing of the packages and letters and his/her knowledge of the stamp prices.

VI. RESOURCES:
- A. *Book*
  Zip Code Directory
- B. *Pamphlet*
  "Mister Zip and the U. S. Mail", Albert Whitman and Company, Chicago, Illinois.
- C. *Resource People*
  1. Postmaster
  2. Letter Carrier
  3. Mail Clerk
  4. Mail Handler

VISITING THE POST OFFICE

Module No. 6

Correlation: Language Arts
Social Studies
Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the effective, cognitive, and psychomotor dimensions that accompany various kinds of work.
B. Appreciate the value of school subjects in terms of their functions in the world outside the classroom.
C. Display skills in thinking, listening, speaking, reading, writing, and referencing.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. List the tasks necessary to fulfill a particular job at the post office.
B. Discuss work roles and include affective, cognitive and psychomotor implications of the specific job.
C. Describe the various jobs, the different people working on the job, and the value of each job performed.
D. Identify the various academic skills needed to perform each job.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Some postal employees serve as the working supervisor in charge of a group of employees. Others may sort mail, transfer it for loading/unloading from trucks or trains, sell stamps, sell money orders, insure mail, maintain vehicles, deliver all special delivery mail upon arrival, and many more. The various positions require a wide range of skills and provide numerous satisfactions.

B. *Materials and Equipment*

1. Bus
2. Permission slips
3. Story paper
4. Writing paper
5. Envelopes
6. Crayons
7. Art paper
8. Glue
9. Scissors

IV LEARNING ACTIVITIES:

A. Visit the local post office, purchase stamp and mail letter.
B. Observe what procedures are used in the handling of the letter.
C. Assign small groups of pupils to work at the various jobs they observed.
D. Experience various work situations under the direction of the postal employees. 1)Window Clerk 2)Sorter (postal clerk) 3)Cancelling stamps (clerk) 4)Maintenance 5)Mail Handlers.
E. Write an individual summary of work experiences. Each child should include the following: 1)What they needed to know to do the job (training required, math, speaking, listening, etc.) 2)What they did physically. 3)How they felt while doing the job and after the work was completed.
F. Share the summaries with the class and describe the job's character in terms of the three areas mentioned above.
G. Write thank you letters.

V. EVALUATION:

A. Teacher will observe children in these areas:
   1. Mailing letter
   2. Politeness
   3. Pleasantness of voice
   4. Enthusiasm
   5. Following directions
   6. Enjoying activity
   7. Completeness of job duties
B Check written summary for the following:
   1. What he/she did.
   2. What he/she needed to know prior to doing the job.
   3. How he/she felt.

VI. RESOURCES:

A. *Resource Place*
   1. Post Office
B. *Resource Persons*
   1. Window Clerk
   2. Sorter (postal clerk)
   3. Cancel stamps (clerk)
   4. Maintenance
   5 Mail Handlers

RESEARCHING POSTAL SERVICES

Module No. 7

Correlation: Language Arts
Social Studies
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Recognize that jobs emerge and diminish because of the social value placed on the goods and/or services.
B. Interact effectively in a variety of situations while being aware of the needs of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe how the postal service has evolved.
B. List the various methods of mail delivery.
C. Interact effectively to achieve classroom goals.
D. Describe why the postal service and its jobs emerged.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The postal services have come a long way since it began many years ago and will continue to change in the future. New jobs will be created and others will become obsolete. We must become aware, physically, mentally, and emotionally, to interact effectively in the future.

B. *Materials and Equipment*

1. Filmstrip
2. Projector
3. Encyclopedia
4. Low level history books (from what's available in school system)
5. Art paper
6. Construction paper
7. Crayons
8. Glue
9. Scissors

IV. LEARNING ACTIVITIES:

A. Begin discussion by saying, "We have been talking and learning about our present Postal Service, but the mail hasn't always been delivered as we have learned. What are some of the different ways in which the mail has been delivered?" Elicit responses such as horseback, train, pony express, etc.
B. Show filmstrip "The Mail Must Go Through".
C. Make lists of the various methods of mail delivery shown on the film strip.
D. Discuss ways of getting more information on the various methods of delivery—"How may we get more information about the history of mail delivery?" Elicit responses such as encyclopedias, history books, etc.
E. Divide class into groups; each group will write a story about a different phase in the development of the postal system. (The reports will be duplicated so each student will have a copy of each report for his scrapbook.)
F. The groups will report one at a time to the remainder of the class in anyway they choose: through role-playing, narrator-play, pictures with explanations, puppets, the present day post office display and any other activity the students prepare. Hopefully, these activities will be presented in part or in whole to other classes, parent visitations, or P.T.A.
G. The students will complete their scrapbooks which will be put on display.

V. EVALUATION:

A. Through observation, the teacher will evaluate the student on his progress in group interaction through the Classroom Interaction Checksheet which has been used previously in Module 2.
B. The teacher will evaluate the scrapbook on neatness, completeness, spacing, writing, etc.

VI. RESOURCES:

A. *Filmstrips*

1. "The Mail Must Go Through"
2. "The Mail Goes Through", Eye Gate, 146-01 Archer Ave., Jamaica, New York 11435.

Intermediate Career Education Teaching Modules

Page No.

People Who Work In The Trucking Industry 70 through 76

Introduction 71
Module No. 1—The Value of Work 72
Module No. 2—Individual's Contribution To Others 73
Module No. 3—Supply and Demand 74
Module No. 4—Abilities and Limitations 75
Module No. 5—Effective Work Habits 76

People Who Work In Television 77 through 84

Introduction 78
Module No. 1—Job Skills 79
Module No. 2—Jobs and Life Styles 80
Module No. 3—Contributions of Television 81
Module No. 4—Demand for Television Service 82
Module No. 5—Television Operation 83
Module No. 6—Satisfaction In Work 84

People Who Work In Department Stores 85 through 91
Introduction 86
Module No. 1—Job Preparation 87
Module No. 2—Bookkeeping 88
Module No. 3—Department Store Occupations 89
Module No. 4—Supply and Demand 90
Module No. 5—Effective Work Habits 91

People Who Work In Weather Forecasting 92 through 98

Introduction 93
Module No. 1—Weather Forecasting 94
Module No. 2—How Weather Is Forecasting 95
Module No. 3—Affects of Weather 96
Module No. 4—Television Weatherman 97
Module No. 5—Causes of Weather 98

PEOPLE WHO WORK IN THE TRUCKING INDUSTRY

A
Career Education Unit
for
Intermediate Level
(Fourth-Sixth)

Correlated
with
Art, Mathematics, Language Arts, Science and Social Studies

INTRODUCTION

This career education unit was prepared for intermediate grades. It concerns itself with occupations related to the trucking industry. Some of the occupations which students may encounter are: terminal manager, truck driver, bookkeeper, typist, factory worker, loading supervisor, store owner, law enforcement officers, highway worker (construction, repair and clean up), service station attendants, garage service managers, mechanics, and rate clerks.

Career education is a method of teaching which utilizes "real" experiences to illustrate abstract symbols and concepts found in the subjects that are being taught. This method of teaching makes use of field trips, role playing, simulation, resource people, media, interpersonal interaction and research activities. It is hoped that students will achieve academic goals and career education goals through an integrated process.

The unit is to be correlated with language arts, art, social studies, science and mathematics. The unit is not intended to be taught as a separate subject. In language arts, the students are involved in writing letters, discussions, reading, oral reports, listening, lettering, and role playing. In art, students are involved in painting, cutting out pictures, making posters, and making bulletin boards. In social studies, the students are involved in social aspects of work, the importance of work to the individual, family, and society, and the importance of the trucking industry in transportation. In science, the students are involved in health consideration and the transporting of food. In mathematics, the students are involved in weights and measurement.

There is no time limit on this unit. It may be shortened or expanded to more effectively meet the needs of the students involved.

This unit contains the following modules:

1. The Value of Work
2. Individual's Contribution to Others
3. Supply and Demand
4. Abilities and Limitations
5. Effective Work Habits

THE VALUE OF WORK

Module No. 1

Correlation: Social Studies
Art
Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

B. Understand the value of academic and general subjects in terms of their function in the world outside the classroom.

II. PERFORMANCE OBJECTIVES:

After teachers have directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the importance of any job done well.

B. Discuss the basic skills needed for various work roles.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Jobs are created out of a need for the service i.e. teachers are hired to teach, janitors to maintain the building. (Other examples can be used). More importance should not be attached to one or the other job. The skills needed are dependent upon the task which is to be performed.

B. *Materials and Equipment*

1. Old magazines
2. Scissors
3. Books
4. Films
5. Film Projector

IV. LEARNING ACTIVITIES:

A. View film "People Who Make Things".

B. Discuss the importance of all types of jobs and the skills needed to do the jobs. 1) All individuals should be afforded courteous treatment and valued for their contribution to the firm. 2) Workers who possess characteristics somewhat different from the norm should not be ridiculed.

C. View film "People Who Work At Night".

D. View film "A City and Its People".

E. Discuss the importance of all jobs.

F. Have children cut out pictures of different kinds of transportation from magazines made available to them, to use later on for bulletin boards.

G. Read books about different kinds of jobs.

V. EVALUATION:

A. The teacher will evaluate the student through discussion as to what they have learned from the films about work. The teacher will evaluate answers given by children to questions asked by the teacher, about how math, English, art, science, and social studies will help them in their jobs when they go to work.

VI. RESOURCES:

A. *Books*

1. *The Physician*, Lee and Eimerl, J. S. Latta's 1972 Graded Library Book Buyer's Guide, J. S. Latta, Inc., P. O. Box 1276, Huntington, West Virginia 25715.
2. *I Want to Be a Truck Driver*, Greene, Ibid.
3. *Henry Reed's Baby-Sitting Service*, Robertson, Ibid.
4. *What Does a Cowboy Do?* Hyde, Ibid.
5. *What Does a Driver Do?* Hyde, Ibid.
6. *What Does a Forest Ranger Do?* Hyde, Ibid.
7. *What Does a Parachutist Do?* Hyde, Ibid.
8. *What Does a Peace Corp Volunteer Do?* Levine, Ibid.
9. *What Does a Secret Service Agent Do?* Hyde, Ibid.
10. *What Does a Veternarian Do?* Compton, Ibid.
11. *What Does an Astronaut Do?* Wells, Ibid.
12. *What Does an Oceanographer Do?* Water, Ibid.
13. *What Does a Test Pilot Do?* Wells, Ibid.

B. *Films*

1. "People Who Make Things", Churchill Films, 662 North Robertson Blvd., Los Angeles, Ca. 90069. (RESA V Film Library MP 1368—RESA V Career Education Project #201).
2. "People Who Work at Night", BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.
3. "A City and Its People", BFA Educational Media 2211 Michigan Avenue, Santa Monica, California 90404.
4. "The City", Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611. (RESA V Film Library MP 113.)

INDIVIDUAL'S CONTRIBUTION TO OTHERS

Module No. 2

Correlation: Language Arts
Social Studies
Science

I. GOALS:

After teacher has directed the learning activities in this and other *units*, the student should be able to:

A. Value others as unique individuals who possess varying characteristics and as respected individuals who contribute to the welfare of others.

B. Understand the relationship between occupations and the production, distribution, and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the contribution that transportation workers make to society.

B. Identify the reasons why occupations in the trucking industry exist.

C. Describe health factors in refrigerating foods, and identify food that must be refrigerated.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Skill is important in getting a job but interpersonal relationships determine to a large degree job success. A person is chosen for a job on the basis of skill is a driver to driving, a cook for cooking. The end product is directly related to the skills, human relations (mental and physical), of the person who performs the task.

B. *Materials and Equipment*

1. Fresh fruit
2. Fresh vegetables
3. Resource person

IV. LEARNING ACTIVITIES:

A. Read books about food that needs to be refrigerated.

B. Read books about bacteria.

C. Listen and discuss transportation work with the resource person.

D. View filmstrips concerning foods and bacteria.

E. Experiment with refrigerating different foods.

F. Refrigerate fruit and leave fruit out. Check later for length of time for spoilage.

G. Discuss different kinds of truck drivers and their responsibilities to the product and the time needed to deliver a product.

H. Discuss the health of the driver and how he needs to be alert on the highway in order to deliver his products and drive safely for the benefit of other people on the road. 1) Drivers on medication 2) Physical fitness test.

I. Read books that tell what temperature different foods would require in refrigeration.

J. Discuss how interpersonal relationships are involved in job success. 1) The reasons people are discharged from jobs is seldom because of lack of skills. 2) If a worker does not understand the supervisors' instructions, he/she should ask questions.

K. Ask a transportation specialist to talk about the kinds of learning activities needed prior to doing the job.

L. Local bus drivers may talk about the skills and process of becoming a bus driver.

V. EVALUATION:

A. The teacher will evaluate the student on his/her interest and quality of questions during discussions. The student will make a poster about foods that need to be refrigerated and be graded on his accuracy. The student should be able to identify methods of transportation.

VI. RESOURCES:

A. *Books*

1. *Bacteria*, Frahm, Library Editions, Ltd. 200 W. 72 Street, New York, New York 10023.
2. *Bacteria*, Gerald S. Lietz (Library Bindings) Gerrard Publishing Company, 1607 N. Market Street, Champaign, Illinois 61820.

B. *Filmstrips*

1. "Bacteria", Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611. (RESA V Film Library MP 56.)
2. "Food For Health"

C. *Resource People*

Individuals from various areas of transportation.

SUPPLY AND DEMAND

Module No. 3

Correlation: Language Arts
Social Studies
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

- A. Understand that jobs emerge and diminish because of the social value of the resulting products and services.
- B. Value all forms of work in terms of its contribution to the welfare of the individual and society.
- C. Recognize that supply and demand stimulates or retards opportunities and is a factor to be considered in planning a career.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

- A. Discuss the reasons why jobs exist and their importance.
- B. Discuss the factors workers enjoy and dislike about their work.

III. TEACHER PREPARATION:

A. *Teacher Notes*

New products are being made to fulfill our wants. Some products make jobs easier (such as computers)' but eliminate positions. Styles and trends make and eliminate jobs. A job should be considered according to the future need for the service or product. Progress eliminates certain quantities of jobs, e.g., blacksmith. The job will be important as long as there is a demand for it.

B. *Materials and Equipment*

1. Poster board
2. Magazine
3. Scissors
4. Paste
5. Magic markers
6. Bus

IV. LEARNING ACTIVITIES:

- A. Read library books related to the trucking industry.
- B. Prepare questions to ask workers.
- C. Discuss the trucking industry in relationship to other transportation industries, and how this influences their jobs.
- D. Have parents sign "Parent Permission Slip"
- E. Participate in field trip.
- F. Write thank you letters.
- G. Make posters showing different kinds of trucks and the products they haul.
- H. Discuss attitudes and duties of workers.
- I. Discuss the factors workers enjoyed about their work. 1) salary 2) conditions 3) personal relations further an interest or disinterest in specific jobs.
- J. Discuss the factors workers disliked about their work. 1) working conditions, 2) hours, 3) personal relationships and 4) travel.

V. EVALUATION:

A. The teacher will evaluate the student's interest displayed at the truck terminal, questions asked of workers, and discussion of field trip upon returning to the room. Grade posters as they relate to the different truckers and their products. The student should be able to differentiate between kinds of transportation e.g., truckers —long haul, short haul—and duties of each one.

VI. RESOURCES:

A. *Books*

1. *I Want To Be a Truck Driver*, Green, Children's Press, 1224 West Van Buren Street, Chicago, Ill. 60607.
2. *I Know a Truck Driver*, Evans, G. P. Putnam's Sons, 200 Madison Avenue, New York, New York 10016.
3. *Trucks on the Highway: Pickup, Flatbed, Big Rigs, and Special Purpose Cargo Movers*, G. P. Putnam's Sons, 200 Madison Avenue, New York.
4. *By Land, By Sea, By Air: The Story of Transportation*, Leavitt & Mosher, G. P. Putnam's Sons, 200 Madison Ave., New York, New York 10016.
5. *Let's Go To A Truck Terminal*, Gilmore, Ibid.
6. *Trucks and Trucking*, Buehr, Ibid.
7. *The Big Book of Real Trucks*, Cameron, Grosset & Dunlap, Inc. 51 Madison Avenue, New York, New York 10010.
8. *Travel By Land*, Beales, J. S. Latta's 1972 Graded Library.
9. *You and Transportation*, Leviellen, Children's Press, 1224 West Van Buren Street, Chicago, Ill. 60607.

B. *Resource Place*

Field trip to a trucking terminal.

ABILITIES AND LIMITATIONS

Module No. 4

Correlation: Language Arts
Mathematics
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand his/her interests, attitudes, values, needs, fears, likes, dislikes, and abilities.
B. Understand the intrinsic satisfaction of work beyond the financial rewards; e.g., physical, emotional, social, creative, etc.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe his/her likes and dislikes of the tasks performed at home or in school.
B. Discuss the reasons why he/she likes certain kinds of work and feels a dislike for other kinds of work.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A person should realize that he/she has abilities and limitations which should be identified before an occupational decision is made, e.g., a salesman has to be good at and enjoy public relations. Jobs in almost every case involve interaction among workers. Many people get emotional and social satisfaction from being needed in a cooperative effort.

B. *Materials and Equipment*

1. Scissors
2. Tape measures
3. Boards
4. Paint
5. Paint brushes
6. Cardboard boxes (large)

IV. LEARNING ACTIVITIES:

A. Discuss the class trucking terminal project, construction, and finishing in terms of its later use.
B. View filmstrips concerning measurement.
C. View films concerning measurement.
D. Measure doors, windows and build docking platforms.
E. Paint cardboard and wood structures.
F. Prepare necessary signs.
G. Bring in trucks, etc. related to a truck terminal to be used in the classroom terminal.
H. Read books about measurement and weight.
I. Discuss tasks performed during the building of a truck terminal.
J. Discuss likes and dislikes of the jobs performed.
K. Discuss reasons for liking certain kinds of jobs. 1) salary 2) travel 3) location.
L. Group discussions could be held with the teacher as a leader of the above activities.
M. In the group session talk about things that help people work well together.
N. Get suggestions from the group as to how they might change the activities they have completed to get a better feeling about doing the work.

V. EVALUATION:

A. The teacher will evaluate the student on his/her cooperativeness, degree of responsibility, and level of contribution to the project. The student will be evaluated on his/her insights relative to likes and dislikes. The teacher will evaluate the child's ability to measure and devise props.

VI. RESOURCES:

A. *Books*

1. *What Is An Inch?* Klein, Harvey House, Inc., Irvington-on Hudson, New York 10533.
2. *Measurement: How Much? How Many? How Far?* Luce, J. S. Latta's 1972 Graded Library Book Buyers Guide, J. S. Latta, Inc., P. O. Box 1276, Huntington, West Virginia 25715.

B. *Films*

1. "Measuring Units: An Introduction", BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.
2. "Accuracy in Measurement", Ibid.

C. *Filmstrip*

"Measurement".

EFFECTIVE WORK HABITS

Module No. 5

Correlation: Language Arts
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the physical, mental, and emotional factors related to work.
B. Interact effectively in a variety of situations while being aware of the needs of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the role and his/her interpretation of the character he/she plays with the class.
B. Interact with others in an effective manner.
C. Discuss his/her feelings about the role that he/she played.
D. Identify the ways in which the academic subjects are needed by the worker he/she portrayed.

III. TEACHER PREPARATION:

A. *Teacher Notes*

In some jobs, certain tasks have to be performed. The successful worker pays attention to detail, e.g., a painter begins work on time and makes good use of a work day. A job is less difficult if everyone cooperates in a joint effort, e.g., construction work. It is important that students express their feelings (likes-dislikes) about the workers that they role play.

B. *Materials and Equipment*

1. Empty boxes
2. Empty containers (food)
3. Scale
4. Copy of bills
5. Typewriter
6. Adding machine

IV. LEARNING ACTIVITIES:

A. Read books about weight.
B. Discuss roles to be portrayed.
C. Take turns portraying various workers, (getting required papers for a load, loading and unloading products, terminal manager, typist, bookkeeper, receiver of products, delivering products, etc.)
D. Discuss feelings about roles portrayed.
E. Discuss the need for academic skills. 1) reading maps 2) mileage 3) signs 4) keeping records.
F. Let students make suggestions as to how workers might get along together in work situations where there is a conflict of interests.
G. Let students discuss the feelings they have had to work roles at home (or lack of work experience).

V. EVALUATION:

The teacher will evaluate the student by observation of role played. The student will be evaluated on whether his/her interpretation of the role is realistic. The student will be evaluated on how well he/she understands what really is involved in portraying that role. Students should be able to demonstrate a knowledge of academic skills needed by specific workers by taking several courses appropriate for the job. Students should be able to demonstrate a knowledge of effective work habits by listing types of behavior that a prospective employer might expect from a worker, e.g., promptness, dependability, and cooperativeness.

VI. RESOURCES:

A. *Books*

How Much and How Many: The Story of Weights and Measurements, Bendick Latta's 1972 Graded Library Book Buyers Guide, J. S. Latta, Inc., P. O. Box 1276, Huntington, WV 25715.

PEOPLE WHO WORK IN TELEVISION
A
Career Education Unit
for
Intermediate Level
(Fourth-Sixth)

Correlated
with
Art, Fine Arts, Language Arts, Science, and Social Studies

INTRODUCTION

This career education resource unit was prepared for intermediate level students. It concerns itself with occupations related to the television industry. Some of the occupations which students may encounter are: performers, cameramen, lighting technician, control room engineer, video tape engineer, floor director, booth announcer, news dispatcher, and news reporter.

This unit is to be correlated with language arts, fine arts, social studies, science, and mathematics. The unit is not intended to be taught as a separate subject. In language arts, the students are involved in writing letters, discussions, reading, lettering, oral reports, listening and role playing. In fine arts, the students are involved in designing, drawing, painting, cutting out pictures, and making bulletin boards and singing songs. In social studies, the students are involved with social aspects of work, the importance of work to the individual, family, and society. In science, the students are involved with the study of electricity and the operation of the video tape machine. In mathematics, the students are involved in measurement.

This unit is intended to be completed during one grading period. It may be shortened or expanded to more effectively meet the needs of the students involved.

JOB SKILLS

Module No. 1

Correlation: Language Arts
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.
B. Understand the value of school subjects in terms of their function in the world outside class.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the importance of any job well done.
B. Discuss the basic skills needed for various work roles.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Each job in the television industry plays a joint role in the production, e. g., cameraman, lighting technicians, directors, and announcers. The training involved depends upon each role and what skills are needed in each job.

B. *Materials and Equipment*
1. Coloring books
2. Crayons
3. Projector

IV. LEARNING ACTIVITIES:

A. View filmstrip "Development of Communication"
B. Discuss the basic skills needed in various jobs.
C. View filmstrip "The Story of Communication".
D. View filmstrip "Adventures in the World of Work."
E. Discuss the importance of all jobs.
  1. The demand
  2. The opportunity
F. Color various television personalities from coloring books for later use in displays, etc.

V. EVALUATION:

A. The teacher will evaluate the student's understanding of the value of school subjects in relationship to the world of work through class discussion.
B. The teacher should be aware of any motivational changes in students.

VI. RESOURCES:

A. *Books*
1. *Come to Work With Us* series, Jean & Ned Williamson, Children's Press, 1224 West Van Burein Street, Chicago, Illinois 60607.
2. *Communication* "From Cave Writing to Television", Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, N.Y. 10017.
3. *Our Working World*, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.
4. *Your World Books* series "Let's Go," "Let's Build," "Let's Take," Taylor Publishing Company, 1550 West Mockingbird Lane, Box 397, Dallas, Texas 75221.

B. *Filmstrips*
1. "Development of Communication", Encyclopaedia Britannica, 425 North Michigan Avenue, Chicago, Illinois 60611.
2. "The Story of Communication" Eyegate 146-01 Archer Ave., Jamaica, N.Y. 11435.
3. "Adventure in the World of Work" Random House, 201 E. 50th Street, New York, N.Y. 10022.

JOBS AND LIFE STYLES

Module No. 2

Correlation: Language Arts
Arts
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the structure and methods of classifying occupations and recognizing the sources of information and experience.

B. Recognize the relationship between life styles and the dictates of the work situation—financial, hours of work, geographical location, physical and mental requirements, etc.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Orally identify sources of information about occupations.

B. Illustrate the relationship of occupations related to the television industry.

C. Orally describe relationships between work and life away from work.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The schedule of a person working in a television station may vary to provide 20-24 hour service. Lifestyles would be adjusted according to the hours worked, e.g., day shift and night shift. The employee might need to have an adjustable schedule.

B. *Materials and Equipment*

1. Old Magazines
2. List of Jobs
3. Bulletin board

IV. LEARNING ACTIVITIES:

A. View film "Communications in the Modern World"

B. Read library books about workers in the television industry.

C. Interview parents about the relationship between work and life away from work.

D. Cut pictures of workers from magazines.

E. View film "Communication"

F. Develop list of jobs.

G. Design a bulletin board related to the television workers.

H. Orally report to the class about interviews.

I. View filmstrips.

V. EVALUATION:

The teacher will evaluate the students on their discussion, bulletin board, list of spelling words on job titles and oral reports.

VI. RESOURCES:

A. *Books*

1. *What Happens at a Television Station,* Shay, Reilly & Lee Books, 114 W. Illinois Street, Chicago, Illinois 60610.
2. *Let's Go To A Television Station,* Buchheimer, G. P. Putnam's Sons, 200 Madison Avenue, New York, N. Y. 10016.
3. *All About Radio and Television,* Random House, 201 E. 50th Street, New York, N.Y. 10022.
4. *Telephone Company,* Sextant Systems, Inc. 3048 N. 34th St., Milwaukee, Wisconsin 53210.

B. *Films*

1. "Communication in the Modern World" Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601.
2. "Communication" Mini Production Inc., (When You Grow Up Series) 192 Hyeholde Drive, Corapolis, Pa. 15108. (RESA V Career Education Project #102.)

C. *Filmstrips*

1. "I Want To Be Series", Education Enrichment Materials, Inc., Norwalk, Connecticut.
2. "Career Discovery Series", Guidance Associates, Pleasantville, New York 10570.
3. "Wonderful World of Work Series," Denoyer-Geppert, 5235 Ravenswood Avenue, Chicago, Illinois 60640.
4. "TV Sports Editor", People Who Organize Facts Kit. (Career Discoveries Series) Guidance Associates, Pleasantville, New York 10570 (RESA V Career Education Project #108).

CONTRIBUTIONS OF TELEVISION

Module No. 3

Correlation: Language Arts
Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.

B. Understand the relationship between occupations and the distribution of their services.

II. PERFORMANCE OBJECTIVES:

After the teachers have directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the contribution that television workers make to society.

B. Identify the reasons why occupations in the television industry exist.

C. Explain how the video-tape machine is operated.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Television production is a complex job. Each person involved has a part in the finished production. The skill of each person affects the end product, e.g., technicians, directors, writers, and editors. Performers would have to meet requirements that other workers would not, e.g., poise, physical features, and ability to please an audience.

B. *Materials and Equipment*

1. Video-tape equipment

IV. LEARNING ACTIVITIES:

A. Read books about careers in television.

B. Listen and discuss television industry with resource person.

C. Look at teaching pictures of SRA Occupational Briefs.

D. View film on "Communication".

E. View filmstrip "The Television Service Technician".

F. Experiment with video-tape equipment.

V. EVALUATION:

The teacher will evaluate the student on his/her interest and contribution to the discussion. The students will be able to answer questions about the speakers.

VI. RESOURCES:

A. *Books*

1. *Come to Work With Us in a TV Station*, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.
2. *Careers With A Television Station*, Jo Anne Ray, Lerner Publications, Co., 241 First Avenue, North Minneapolis, Minnesota 55401 (RESA V Career Education Project #96).
3. *Your Future In Television*, Deutscher, Rosen Richards Press, Inc., 29 E. 21st Street, New York, New York 10010.

B. *Film*

"Communication", Encyclopedia Britannica, 425 North Michigan Avenue, Chicago, Illinois 60611, (RESA V Career Education Project #267).

C. *Filmstrip*

"The Television Service Technician", Encyclopedia Britannica, 425 North Michigan Avenue, Chicago, Illinois 60611, (RESA V Career Education Project #267).

D. *Teaching Pictures by Celco*

1. 230 Radio and TV Announces
2. 346 Radio and TV Service
3. 347 Radio and TV Time Salesman

J. S. Latta, Inc., P. O. Box 1276, Huntington, WV 25715

DEMAND FOR TELEVISION SERVICE

Module No. 4

Correlation: Language Arts
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Recognize that jobs emerge and diminish because of the social value of the resulting services.
B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the reasons why jobs exist and their importance.
B. Discuss the factors workers enjoy and dislike about their work.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Television informs, instructs, and entertains the public. Our desire to have this information at our disposal creates a demand for television. This demand will be lasting until we find a substitute that will give us the same information.

B. *Materials and Equipment*
   1. Scrapbook
   2. Have parents sign "Parent Permission Slip".

IV. LEARNING ACTIVITIES:

A. Prepare questions to ask workers.
B. Outline conduct expected of students.
C. Participant in field trip.
D. Write thank you letters.
E. Prepare scrapbook of TV workers.
F. Discuss attitudes and duties of workers.

V. EVALUATION:

The teacher will evaluate the students through the use of class discussion, work samples, and observation in respect to the students' understanding of the work roles required in the television and radio industry and the interdependence between society and the workers.

VI. RESOURCES:

A. *Resource People and Places*
   1. Television Station
   2. Radio Station

TELEVISION OPERATION

Module No. 5

Correlation: Language Arts
Fine Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the physical, mental and emotional aspects of workers who demonstrate effective work habits.
B. Interact effectively in a variety of situations while being aware of the needs of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the role and his/her interpretation of the character he/she played with the class.
B. Role play and interact with others in a realistic manner.
C. Discuss his/her feelings about the role that he/she played.
D. Identify the ways in which the academic subjects are needed by the worker he/she portrayed.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Each worker is expected to be efficient at his job. Televisions are produced in an assembly line manner. Each person adds to the finished product. The quality of the product is strengthened if everyone works cooperatively, e.g., technician and actors, etc.

B. *Materials and Equipment*
  1. Props, desks, mike
  2. Background scenery
  3. Video-tape equipment

IV. LEARNING ACTIVITIES:

A. Discuss the roles to be played
  1. director
  2. actor
  3. producer
B. Set up mock television studio with cue cards and tape it.
C. Take turns portraying various workers.
D. Discuss feelings about the various roles portrayed.
E. Discuss the need for academic skills.

V. EVALUATION:

The teacher will evaluate the student by observation of the role played, discussion, and interaction.

VI. RESOURCES:

A. *Film*

"The Soundman", Universal Education and Visual Arts, Universal City Studios, 221 Park Avenue, South, New York, New York 10003 (RESA V Career Education Project #205).

B. *Resource People and Places*
  1. TV Cameraman
  2. Video-taping consultant
  3. TV studio engineer

SATISFACTION IN WORK

Module No. 6

Correlation: Language Arts
Fine Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand his/her interests, beliefs, attitudes, needs, fears, likes, dislikes, and abilities.
B. Understand the intrinsic satisfaction of work beyond the financial rewards.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss his/her likes and dislikes of the tasks performed.
B. Discuss the reasons that he/she likes certain kinds of work.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A person should realize that abilities and limitations should be identified before choosing a job, e.g., painting, building, setting up equipment. Jobs in almost every case involve interaction among workers. Each person should get some emotional and social satisfaction from being needed in a cooperative effort.

B. *Materials and Equipment*

1. Tape measure
2. Poster board
3. Magic marker
4. Microphone
5. Paints
6. Cardboard
7. Video tape machine

IV. LEARNING ACTIVITIES:

A. The student will make a list of his/her interests.
B. The student will make a list of his/her abilities.
C. The student will make a list of his/her dislikes or fears.

V. EVALUATION:

The teacher will evaluate the student on his/her cooperativeness, degree of responsibility, and level of contribution to the project. The student will be evaluated on his/her insights relative to likes and dislikes.

VI. RESOURCES:

A. *Books*

1. *Come to Work in a TV Station*, Children's Press, 122 West Van Buren Street, Chicago, Illinois 60607.
2. *TV Station*, Sextant Systems, Inc. 3048 N. 34th Street, Milwaukee, Wisconsin 53210.

B. *Films*

"Career Communications", Doubleday & Company, School Library Divisions, Garden City, New York 11530.

I-3.1

PEOPLE WHO WORK IN DEPARTMENT STORES

A
Career Education Unit
Intermediate Level
(Fourth-Sixth)

Correlated
with
Health, Language Arts, Mathematics, and Social Studies

INTRODUCTION

People who work in department stores and their related occupations are explored by intermediate students in this unit. Some of the occupations to be discussed are managers, department heads, clerks, buyers, advertising, and display. Other related occupations are manufacturers, delivery, and maintenance.

The purpose of career education is to develop an awareness of the varied opportunities in the working world.

Career Education is not meant to be taught as a single subject. It is to be correlated with other subject areas such as science, mathematics, health, social sciences, language arts, and art.

In this unit, mathematics will be used to show the importance of record keeping, purchasing for the store, and in making change. Language Arts will be utilized by acting, writing, listening, observing, and group discussion. In social sciences the students will set up a sales center, discuss the problems of the social aspects of work and search for the problems of geographical environment. The students will be drawing, designing, and making posters in connection with art. The health correlation will be in connection with grooming and personal appearance.

The culmination of the unit will be the sale of note cards. This will involve ordering, record-keeping, selling, and enjoying the profit. With the profit, the children will take a trip.

This unit may be used partially, in its entirety, or with additional activities.

JOB PREPARATION

Module No. 1

Correlation: Language Arts
Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the value of school subjects in terms of their function in the world outside the classroom.
B. Recognize the physical and mental requirements of certain jobs.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss various jobs available to him/her and the preparation needed for each.
B. Discuss why good health and appearance is important to a job.
C. Interact with others in a realistic manner.
D. Discuss the role he/she played and how he/she felt about it.

III. TEACHER PREPARATION:

A. *Teacher Notes*

In addition to having academic skills, a department store worker would have to have inter-personal relationships with the public. Physical appearance and grooming would contribute to the success of the individual. Physical fitness and vitality, as well as academic skills, are a necessary requirement.

B. *Materials and Equipment*

1. Bulletin Board
2. Movie Projector

IV. LEARNING ACTIVITIES:

A. Discuss a bulletin board prepared by the teacher depicting various jobs.
B. View movie, "Body Care and Grooming"
C. Discuss why grooming and health are important in obtaining and maintaining a job. 1) Personal Contact; 2) Impressions; 3) Attendance.
D. Divide the class into small groups and decide what type of person would make the best impression on an employer concerning appearance. Share ideas with the class.
E. Make a list of questions that the employer might ask during an interview. 1) Age; 2) Experience; 3) Background; 4) Interests.
F. Take turns acting out employer and employee roles.
G. Discuss how students felt while being interviewed.

V. EVALUATION:

A. The teacher will evaluate the student through discussion of total job requirements and role playing abilities.
B. The students will evaluate each other with regard to appearance.

VI. RESOURCES:

A. *Films*

"Body Care and Grooming", McGraw Hill Text Films—330 W. 42nd Street, New York, New York 10036. (RESA V Film Library—#MP836).

BOOKKEEPING

Module No. 2
Manipulative Activities
Role Playing

Correlation: Language Arts
Mathematics

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand his/her interests, beliefs, attitudes, and abilities.

B. Understand the intrinsic satisfaction of work beyond the financial rewards: e.g. physical, emotional, social, creative, etc.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Interact in a realistic manner.

B. Discuss his/her likes or dislikes of the task performed.

C. Discuss how he/she prepared his/her purchase order.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Abilities and limitations have to be recognized before a job decision can be made. A person has to possess traits which are required for a job: e.g. a sales clerk should be able to, and enjoy, meeting the public. The emotional and social rewards come from knowing that the needs of the public have been met and the job well done.

B. *Materials and Equipment*

1. Cardboard
2. Paper
3. Marking Pens
4. Duplicating Materials

IV. LEARNING ACTIVITIES:

A. Practice writing out sales slips—first as a group—then as a customer and a clerk.

B. Discuss how the student felt as both a customer and a clerk.

C. Make out five sales slips charged to the same customer and show a method of bookkeeping.

D. Given a certain number of employees in a store, tell how many sales slips a store would need in a month. Make it into a purchase order.

V. EVALUATION:

A. The teacher will evaluate the student on his/her cooperativeness and degree of responsibility during this project.

B. The teacher will evaluate the record-keeping forms and sales slips and give a written grade.

VI. RESOURCES:

A. *Tapes*

"Shipping Clerk/Stock Manager," J. S. Latta, Inc.—P. O. Box 1276, Huntington, WV 25715.

DEPARTMENT STORE OCCUPATIONS

Module No. 3
Resource Role Model

Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

- A. Value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.
- B. Understand the relationship between occupations and the production, distribution, and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

- A. Discuss ordering and stocking methods of a store.
- B. List important occupations connected with a department store.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A person is chosen for a particular job because he/she may have a desire and a potential for that job that no other available person has. e.g. employee in the pet department supply clerk. Each of these jobs are necessary to the distribution of goods and services. Some jobs may have a list of requirements that differ from any other job. e.g. clerk and supply personnel.

B. *Materials and Equipment*

1. Books
2. Magazines

IV. LEARNING ACTIVITIES:

- A. Read books and magazine articles about merchandising and department stores.
- B. Discuss what the students find in the magazines and books.
- C. Listen and discuss department store occupations with a resource person.
- D. Make a list of five important occupations and how they contribute to the work of a department store. 1) clerk; 2) bookkeeper; 3) stock boy; 4) floor supervisor; 5) buyer.

V. EVALUATION:

- A. The teacher will evaluate the student on his/her participation in class discussion and his ability to identify department store occupations.

VI. RESOURCES:

A. *Books*

1. *Looking Forward to a Career in Fashion,* Margat Siegel, Dillon Press, Inc., 106 Washington Avenue, N., Minneapolis, Minnesota 55401.
2. *Careers in a Department Store,* Lerner Publications, 241 First Avenue, N., Minneapolis, Minnesota 55401. (RESA V Career Education Project.)

B. *Resource People and Places*

1. A sales clerk
2. A buyer
3. A department head

SUPPLY AND DEMAND

Module No. 4
Field Trip

Correlation: Language
Social Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Recognize that jobs emerge and diminish because of social value of the resulting products and services.
B. Value all forms of work in terms of its contribution to the welfare of the individual and society.
C. Recognize that supply and demand stimulates or retards opportunities and is a factor to be considered in planning a career.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss why jobs exist and their importance.
B. Discuss what workers like and dislike about their work.
C. Write thank-you letters after the field trip.

III. TEACHER PREPARATION:

A. *Teacher Notes*

People seek to meet their materialistic desires. Their demand for these products make production and distribution a continuing process. As long as this demand exists, jobs in department stores will be available This job contributes to the supply and availability of materials.

B. *Materials and Equipment*

1. Letters
2. Transportation
3. Have parents sign "Parents' Permission Slip".

IV. LEARNING ACTIVITIES:

A. Brief the children on some things they will want to look for at the store.
B. Prepare questions for the children to ask workers.
C. Outline conduct expected of students
D. Participate in the field trip.
E. Write thank-you letters.

V. EVALUATION:

A. The teacher will evaluate the student through his/her ability to react to what they have seen on the field trip.

VI. RESOURCES:

A. *Resource People and Places*

Department Stores

EFFECTIVE WORK HABITS

Module No. 5 — Correlation: Social Sciences

Role Playing

I. GOALS:

After teachers have directed learning activities in this and other *units,* the students should be able to:

A. Understand the physical, mental, and emotional requirements of workers who demonstrate effective work habits.

B. Interact effectively in a variety of situations while being aware of the needs of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module,* the student should be able to:

A. Interact with others about a product.

B. Discuss his/her feelings about the roles that he/she played.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Through role playing, the students are seeing the actual demands of the job. Cooperation among workers in the same job is related to the quality of the operation, e.g. supply and distribution from ordering to selling. Effective work habits make less pressure on the workers to satisfy the public.

B. *Materials and Equipment*

1. Notecards
2. Record keeping charts
3. Change

IV. LEARNING ACTIVITIES:

A. Decide how many note cards are needed and order them.

B. Decide on a date and time to meet to sell the cards.

C. Have two or three students give a report on salesmanship. Practice selling to each other.

D. Organize for the sale—appoint committees. Assign territories.

E. After the sale, discuss how it could have been improved and how the children felt about it.

V. EVALUATION:

A. The teacher will evaluate the students by observation and partially by the results of the sale.

VI. RESOURCES:

A. *Books*

1. *Marketing and Distribution* from Popeye Career Awareness Library, J. S. Latta Inc.—P. O. Box #1276, Huntington, WV 25715 (RESA V Career Education Project #72).
2. *Your Career in Selling,* Liston, Julian, Messner, One-West 39th Street, New York, NY 10018.

B. *Tape*

"Office and Sales" from the cassette program "Career Education: A Man's Work" J. S. Latta, Inc., P. O. Box 1276, Huntington, WV 25715.

C. *Pamphlets*

Careers for Youth in Business and Distribution Occupations, (RESA V Career Education Project #80).

PEOPLE WHO WORK IN WEATHER FORECASTING

A
Career Education Unit
for
Intermediate Level

Correlated
with
Language Arts, Mathematics and Science

INTRODUCTION

The purpose of this unit is to help students become aware of weather forecasting and of the opportunity this area can offer them for future careers.

This unit is written for intermediate level students but may need to be adapted to fit particular grade levels.

Learning activities which correlate career education with mathematics, science, and language arts are included in this unit. Field trips, interpersonal interaction, multi-media activities, occupational research, and role playing are utilized as teaching procedures to achieve the performance objectives.

WEATHER FORECASTING

Module No. 1 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the value of weather forecasting.

B. Understand the need for people to forecast our weather.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the students should be able to:

A. Discuss the need for good weather forecasting.

B. Distinguish accurate weather forecasting from inaccurate.

C. Use weather reporting to their advantage.

D. Understand why machines cannot replace people in weather forecasting.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Weather forecasting helps people become aware of possible storms and gives them the opportunity to prepare for the storm.

Weather conditions limit or make possible outdoor activities. (For example: farming, construction, leisure activities).

B. *Materials and Equipment*

1. Local Newspapers
2. National Newspapers
3. Television
4. Radio

IV. LEARNING ACTIVITIES:

A. Discuss the value of weather forecasting.

B. Discuss what would be good weather forecasting and evaluate various weather reports.

1. Was the forecast correct?
2. Future forecasts
3. Completeness of the forecast

C. Discuss how students can use weather forecasting to their advantage.

1. Planning activities
2. Dressing

D. Discuss why machines cannot replace men in weather forecasting.

1. Man reads weather machines
2. Man informs the public

V. EVALUATION:

The student will be expected to write a short paper discussing the merits of weather forecasting.

VI. RESOURCES:

A. *Books*

1. Local school science textbooks.
2. *Young People's Science Encyclopedia* ed. National College of Education, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.
3. *Exploring the Weather*, Gallant Doubleday & Company, Larden City, New York 11530.
4. *A Book to Begin on Weather*, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York, 10017.
5. *Concepts In Science*, Harcourt Brace and Javonovich, Inc., 757 Third Avenue, New York, New York 10017.

HOW WEATHER IS FORECAST

Module No. 2

Correlation: Language Arts
Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand how weather is measured.
B. Understand how weather is forecast.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed learning activities in this and other *modules*, the students should be able to:

A. List ways in which weather is measured.
B. Measure weather conditions for three consecutive days, forecast weather for the fourth day, and evaluate their forecasts.
C. Discuss various sayings and superstitions about the weather and try to determine their validity.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Many instruments are used in forecasting weather. The data is gathered from each instrument and changes from day to day tell the weatherman what to expect the weather e.g., a falling barometer indicates percipitation.

B. *Materials and Equipment*
  1. Newspapers
  2. Magazines

IV. LEARNING ACTIVITIES:

A. Read books and articles about weather and weather forecasting.
B. Listen to national, state, and local weather forecasts.
C. Prepare questions for workers at the weather station.
D. Participant in field trips to weather stations to observe:
  1. Equipment used in weather forecasting.
  2. Workers performing various jobs.
E. Students will complete various work experience under the direction of weather station employees.
F. Each student will write a short summary of the work experience.
G. Discuss attitudes and duties of workers.
H. Discuss superstitions about weather and plans to determine if they are true.
  1. If it rains on Monday, it will rain all week.
  2. A ring around the moon—rain.

V. EVALUATION:

The teacher will evaluate the students through the use of discussion, work samples, and observation.

VI. RESOURCES:

A. *Books*
  1. *A Book to Begin on Weather*, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.
  2. *Exploring the Weather*, Gallant, Doubleday & Company, Garden City, New York 11530.
  3. *Everyday Weather and How It Works*, McGraw-Hill Books, 1221 Avenue of the Americas, New York, New York 10036.
  4. *Junior Science Book of Rain*, Hail, Sleet and Snow, Garrard Publishing Co., 1607 N. Market Street, Champaign, Illinois 61820.
  5. *Why Does It Rain*, Harvey House, Inc., 5 South Buckhout Street, Irvington-on-Hudson, New York 10533.
B. *Field Trip*

AFFECTS OF WEATHER

Module No. 3

Correlation: Language Arts
Science
Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand how weather affects the planting of crops.
B. Understand the need for people to forecast our weather.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Decide the best time of the year to plant the general farm crops.
B. Plant various seeds at different times to see if his/her decision was correct.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Farmers attempt to plant their crops when and where the weather is suitable for growth. The annual rainfall affects what will be planted in an area. Some crops demand more water than others, e.g., melons and fruits.

B. *Materials and Equipment*

1. Seeds
2. List of farmers

IV. LEARNING ACTIVITIES:

A. The students will talk with farmers to see what they consider before planting their crops.
B. The students will read to see what conditions are best for different crops.
C. The students will study weather to see how it changes at various times of the year.
D. The students will plant seeds and record their growth at various times of the year.

V. EVALUATION:

The students will be evaluated on how well they succeed with their planting project and the completeness of their interviews with area farmers.

VI. RESOURCES:

A. *Books*

1. *Farmer's Almanac*, Almanac Publishing Co., Lewiston, ME 04240.
2. *Better Homes and Gardens Gardening Book*, Better Homes and Gardens Press Consumer Book Division of Meredith Corporation, 1716 Locust Street, Des Moines, Iowa 50303.
3. *Yellow Pages of Learning Resources*, MIT Press, Cambridge, Mass. (RESA V Career Education Project #120).

B. *Resource People and Places*

1. Local farms
2. Local farmers

I-4.6

TELEVISION WEATHERMAN

Module No. 4 — Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units,* the student should be able to:

A. Understand the physical, mental, and emotional requirements of the television weatherman.
B. Understand the skills necessary to be a television weather person.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module,* the student should be able to:

A. Discuss the role and his/her interpretation of the character he/she plays with the class.
B. Discuss the skills needed to be a television weather person.

III. TEACHER PREPARATION:

Teacher Notes

The television weatherman has the responsibility to tell the public the information that has been collected from reading the measuring tools. The accuracy of this information depends upon the skills of those reading the instruments. A weatherman knows that accuracy in predicting the weather is expected and necessary.

B. *Materials and Equipment*
Television

IV. LEARNING ACTIVITIES:

A. Watch various weather forecasts on television.
B. Discuss the role to be played.
C. Discuss feelings about the role being portrayed.
D. Portray the role of a television weather person.

V. EVALUATION:

The teacher will evaluate the students by observation of the played, discussion, and interaction.

VI. RESOURCES:

A. Weather maps of West Virginia and the United States.

CAUSES OF WEATHER

Module No. 5

Correlation: Language Arts
Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the various conditions which cause our weather.

B. Understand how the knowledge of our weather is being used to benefit mankind.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the students should be able to:

A. Discuss the various elements that bring about our weather.

B. Discuss how the knowledge of our weather is being used to benefit mankind.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The weatherman has to be informed of atmospheric conditions which cause weather, e.g. pressure, temperature, humidity. The conditions for a wide area are studies to see what is developing. The prediction is made by knowing what affect the condition has. Man is benefited by knowing ahead of time about a future change in weather.

B. *Materials and Equipment*

16 mm projector

IV. LEARNING ACTIVITIES:

A. View film the "Unchained Goddess."

B. Discuss the conditions which cause our weather and how they originate.
   1. highs
   2. lows
   3. air pressure
   4. cloud coverage

C. Discuss how our knowledge of weather benefits mankind.
   1. Planning activities
   2. Planting and harvesting crops

V. EVALUATION:

The teacher will evaluate the student through discussion about weather conditions and how they originate. The teacher should be aware of any motivational changes in students.

VI. RESOURCES:

A. *Books*

1. *Everyday Weather and How It Works*, McGraw Hill Books, 1221 Avenue of the Americas, New York, New York 10036.
2. *Exploring the Weather*, Gallant, Doubleday & Company, Garden City, New York 11530.
3. *Yellow Pages of Learning Resources*, MIT Press, Cambridge, Mass. (RESA V Career Education Project #120).

B. *Film*

"Unchained Goddess", Bell Telephone Company, (RESA V Film Library MP 764).

Junior High Career Education Teaching Modules

Page No.

People Who Work In Environmental Careers 100 through 110
Introduction 101
Module 1—Traditional and Emerging Occupations 102
Module 2—Meaningful Work 103
Module 3—Attitudes of Workers 104
Module 4—Problems and Effects of Air Pollution 105
Module 5—Data Gathering for Land Pollution Problems 107
Module 6—Role of the Department of Natural Resources 108
Module 7—Man's Responsibility to His Environment 109
Module 8—Practical Application of Conservation Methods 110

People Who Work With Music 111 through 122
Introduction 112
Module 1—Musical Occupations 113
Module 2—Skill Requirements for Musical Occupations 114
Module 3—Education and Training Requirements for Musical Occupations 115
Module 4—Interaction of Musical Occupations 116
Module 5—Social Contributions of Music 117
Module 6—Jobs and Life Styles 118
Module 7—Skill Exercises In Conducting 119
Module 8—Musical Perception and Evaluation 120
Module 9—Job Qualifications for Conducting 121
Module 10—People Involved In The Music Profession 122

People Who Work For The Newspapers 123 through 136
Introduction 124
Module 1—Occupational Research—Journalism 125
Module 2—Skills and Qualifications of Newspaper Workers 127
Module 3—Analysis of Job Requirements and Rewards for Newspaper Workers 128
Module 4—Observing Newspaper Workers 129
Module 5—Role Playing of Newspaper Workers 130
Module 6—Techniques of Writing A Newspaper 131
Module 7—Career Choice in Journalism 132

People Who Work In Construction 137 through 166
Introduction 138
Module 1—Building Occupations 139
Module 2—Responsibility of Builders 140
Module 3—Survey of Personal Interests 141
Module 4—Note Taking and Interviewing Skills 142
Module 5—Student Self-Evaluation 143
Module 6—Researching Study Programs 144
Module 7—Terms, Tools, and Techniques of The Masonry Trade 145

J-1.1

PEOPLE WHO WORK IN ENVIRONMENTAL CAREERS

A
Career Education Unit
for
Junior High School Level
(Seventh-Ninth)

Correlated
with
Science

INTRODUCTION

This career education resource unit was prepared for junior high school students. This unit was designed to be correlated with science, although other areas are closely related. In class the students will be involved in reading, researching, discussing, writing reports, giving oral reports, doing observation, role playing, planning, interviewing, listening, questioning, and decision making.

This unit was built on an approach aimed at the development of skills and understandings which relate to occupations in environmental careers. The implication is that one day most people are going to enter the labor force and produce the goods and services needed by society. Giving a new emphasis and a new look to "career education" will assure that all instruction is relevant to the real life concerns of students so that they may develop basic skills, attitudes, and knowledge that will be essential for success in any career that they may choose.

TRADITIONAL AND EMERGING OCCUPATIONS

Module No. 1 Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

B. Understand the structure and methods of classifying occupations and recognize sources of information.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify major environmental problems.

B. Discuss the seriousness of the environmental threats to our lives.

C. Classify and list the different agencies and the jobs related that are helping to solve the environmental problems facing mankind.

III. TEACHER PREPARATION

A. *Teacher Notes*

Assist students in determining the different agencies and jobs involved in environmental protection. Help students to become aware of the significance of these agencies in solving environmental problems. Since every occupation contributes to society and changes and conditions in the world affect careers, therefore, people must adapt as the world changes. Each individual is responsible for the condition of the environment. The need is present to repair the damage to the air, water, soils, plants, animals. Every person must work toward making this a better world in which to live. A list of related jobs might include: landscape architect, gardner, nursery manager, retail florist, tree surgeon, truck farmer, fruit grower, floriculturist, horticulturist, botanist, plant pathelogist, hydrologist, agronomist, soil conservationist, forest ranger, park service worker, tobacco farmer, etc.

B. *Materials and Equipment*

Filmstrip Projector

IV. LEARNING ACTIVITIES

A. View film "House of Man, The—Our Changing Environment".

B. Discuss problems of the environment.

C. Gather information on agencies and jobs related to environment.

D. View filmstrip "Occupations in the Environment".

E. Students will gather pictures, newspaper articles, etc., for the bulletin board.

F. Students will interview people on specific environmental problems.

G. Students will see if he/she can bring a guest speaker to class.

H. Student will write to various institutions, agencies, and or government officials both local and federal regarding environmental concerns and careers.

V. EVALUATION

The teacher will evaluate the student through discussion and materials brought in for bulletin board. The teacher will evaluate the student on their list of agencies and jobs. The teacher will examine the information received by the students.

VI. RESOURCES:

A. *Books*

1. *Careers in Conservation: Opportunities in Natural Resources*, Henry E. Clepper, Ronald Press Co., 79 Madison Ave., New York, N. Y. 10016.
2. *Career Education in the Environment*, Olympus Research Corp., 818—18th Street, N.W. Washington D.C. 20006.
3. *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics, 341 Ninth Ave., New York, N.Y. 10001, 1972.
4. *Career Encyclopedias*, J. G. Furgeson and Co., 6 North Michigan Ave., Chicago, Ill. 60602, 1972.

B. *Magazine*

"Careers 'Doing Something' for The Environment", Changing Times Magazine.

C. *Film*

"House of Man, The—Our Changing Environment", Encyclopedia Britannica Educational Corp., 425 North Michigan Ave., Chicago, Ill. 60611 (RESA V Film Library MP291.)

D. *Filmstrip*

"Overview—Occupations in Ecology", Society for Visual Education, 1345 Diversey Parkway, Chicago Ill., 60614. (RESA V—Career Education Project #142.)

E. *Pamphlets*

1. *Career Opportunities in Biology*, Russell B. Stevens, National Academy of Sciences.
2. *Careers in Soil and Water Conservation*, Soil Conservation Society of America.

F. *Kit*

"Popeye Environmental Careers", King Features, 235 East 45th St., New York, N.Y. 10017. (RESA V—Career Education Project #72.)

MEANINGFUL WORK

Module No. 2 Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the value of science courses in terms of their function in the world outside the classroom.
B. Understand the intrinsic satisfaction of work beyond the financial rewards; e.g., physical, emotional, social, creative, etc.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. List the effects of man's mismanagement of water.
B. List and discuss the occupations that are involved in water management.
C. Discuss what the future will be like if man continues to mismanage earth's water supply and create a list of occupations that might be brought about if our water pollution problem is not solved.
D. Identify common water pollutants found in various water supplies.
E. Compose a list of how he/she personally can help reduce water pollution.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Assist students in identifying water problems. A job description list and addresses for writing for information on environmental problem and careers. Distinguish between intrinsic and extrinsic gratification in relation to work. Other rewards might be self respect, getting to know people, challenges, growth and development of self and the promotion of one's well-being. Along the lifeline there are certain physical and emotional fulfillments people seek such as ice cream for kids or motor bikes for teenagers, etc.

B. *Materials and Equipment*
  1. Filmstrip projector
  2. Microscopes

IV. LEARNING ACTIVITIES:

A. View Filmstrip "Water Pollution".
B. Read books, magazines and handouts about water pollution.
C. Discuss man's misuse of water.
D. Discuss the jobs involved in management of water and their importance in the control of pollution.
E. View Filmstrip "Water Plant Operator".
F. View pollutants under microscope of student's samples and discuss the factors that alter the composition of water.
G. Interview factory managers or places that pollute and find out what is poured into the water and what water pollution controls are used if any.
H. Check local newspaper and report on the number of different causes of water pollution mentioned in a single issue.
I. Compare the major causes of water pollution today with the major causes 100 years ago and possible solutions.

V. EVALUATION:

A. The teacher will evaluate the student through the discussion and their list and interviews. The teacher will check drawings of the different types of water pollution.

VI. RESOURCES:

A. *Books*
  1. *This Vital Air: This Vital Water*, Rand-McNally and Co., Box 7600, Chicago, Ill. 60680.
  2. "Careers In Natural Resources", *Chronicle Occupational Beliefs*, Chronicle Guidance Publishers, Monavia, New York 12118.
  3. *Silent Spring*, Rachil Carson, Houghton Mifflin Company, Two Park Street, Boston, Massachusetts 02107.

B. *Magazines*
  1. "Look at Water Pollution Across the U.S." U.S. News, July 30, 1973.
  2. "Don't Drink the Water", Newsweek, July 23, 1973.
  3. "Breakthrough in Water Pollution", Reader's Digest, June, 1971.

C. *Filmstrips*
  1. "Water Pollution", Eyegate House, 146-01 Archer Ave., Jamaica, New York 11435.
  2. "Water Plant Operator", Eyegate House, 146-01 Archer Ave., Jamaica, New York 11435. (RESA V—Career Education Project #142.)

D. *Pamphlets*
  1. "A Citizens Guide to Clean Water", Izaak Walton League of America.
  2. "Action for Environmental Quality", Environmental Protection Agency, Washington, D.C.
  3. "A Drop to Drink", Environmental Protection Agency, Washington D.C.
  4. "Needed Clean Water", Federal Water Pollution Control Administration, Washington, D.C.
  5. "Water and the Land", Department of Agriculture, Washington, D.C.

ATTITUDES OF WORKERS

Module No. 3

Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.
B. Understand the affective, cognitive, and psychomotor dimensions that accompany various kinds of work.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the reasons why jobs exist and their importance.
B. Discuss the factors that the employee's liked and disliked about their work.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Arrange a field trip to the water-waste treatment plant. Invite some parents to assist during the field trip. The student will be seeking information about the different types of jobs, the workers attitudes, and the contribution of exact jobs to the operation of the water-waste treatment plant. Try to bring out the relationship the plant has on the whole picture of water pollution (drinking, water management, water tests, return of water to the river or lake.) Develop the understanding that all instruction should be relevant to real life situations that every individual can have a meaningful, rewarding career. Different occupations are interrelated in many ways. For example, if a chemical was dropped in the water supply, crippling the area, how does this affect each job? Stress the interdependence of workers in a stress situation.

B. *Materials and Equipment*

1. Microscopes

IV. LEARNING ACTIVITIES:

A. Prepare questions to ask workers.
B. Participate in field trip.
C. Discuss attitudes and duties of workers.
D. Collect water samples.
E. Discuss the contribution and problems of this plant concerning water pollution.
F. Write thank-you notes.

V. EVALUATION:

The teacher will evaluate the students through the use of discussions, samples collected, discussions in class and their observations.

VI. RESOURCES:

Field Trip—Water-Waste Treatment Plant

PROBLEMS AND EFFECTS OF AIR POLLUTION

Module No. 4 Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other *units,* the student should be able to:

A. Recognize the relationship between life styles and the dictates of the work situation; e.g., financial hours of work, geographical location, physical and mental requirements, etc.

B. Understand the structure and methods of classifying occupations and recognize the sources of information and experience.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module,* the student should be able to:

A. Compose a list of the major sources of air pollution (automobiles, industry, power plants, space heating, refuse burning).

B. Explain some of the effects of air pollution on human health, vegetation, property, and weather.

C. Compose a list of agencies and jobs that are involved in solving air-pollution and what they are doing.

D. Orally describe the relationships of the work done by the above occupations and how they effect one's life.

E. Describe how air pollution comes from both man-made and natural sources and affects our total environment.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Assist students in obtaining information about occupations. Help students understand that they should seek information about all kinds and levels of work. Develop awareness of different types of jobs, working conditions, length of workdays, and how this influences life styles. The choice of a career involves a compromise between greater and lesser needs. People pursue careers for many reasons. Every individual develops a personal "style" which he can fulfill in a career with a similar "style". People change and sometimes change careers as they go through life. Different occupations are interrelated in many ways. Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards. Every individual can have a meaningful, rewarding career. A person's best career direction develops over a long period of time.

B. *Materials and Equipment*

1. Projector
2. Books, pamphlets, briefs
3. Microscopes

IV. LEARNING ACTIVITIES:

A. View Filmstrip "Air Pollution"

B. Take a survey on how many people have trouble with coughing or wheezing. What is the possible cause?

C. View Film "Effects of Air Pollution"

D. Take a survey on how many people have air pollution controls on their cars. Find out how these work.

E. Discuss how the automoble contributes to air pollution.

F. Determine what gases are the worst pollutants.

G. Write to the city government and federal government and find out what is being done about air pollution and what the future plans are.

H. View Film "Control of Air Pollution"

I. Watch the sunset every night for one week from the vicinity of a factory. Note the various colors, clouds, and smoke. Illustrate in some way.

J. Interview factory managers to determine what controls for pollution they have in operation.

K. Investigate the neighborhood and report on major sources of air pollution and divide students into groups and conduct experiments to determine how dirty the air really is.

L. Draw a map of your town or school neighborhood locating major sources of air pollution and in groups have the students suggest ways to help control or reduce air pollution and what agencies and jobs are involved.

M. Discuss whether pollution should be combatted by legal measures or by influential public opinion. How will measures against pollution affect local industry? What affective action can individuals in the class take?

V. EVALUATION:

A. The teacher will evaluate the students on their discussions, observations, drawings, interview and pollution identification and jobs and agencies.

VI. RESOURCES:

A. *Magazines*

1. "Air Quality in American Homes", *Science,* Jan., 1972.
2. "Particulate Air Pollution", *Science Activities.*
3. "Poison in the Air", *Science Digest,* Sept., 1971.
4. "The Control of Air Pollution", *Science Activities,* Oct., 1973.
5. "What is in a Breath of Fresh Air", *Today's Health,* Feb., 1973.

B. *Films*

1. "Control of Air Pollution", U.S. National Audio-Visual Center.
2. "Effects of Air Pollution", U.S. National Audio-visual Center.

C. *Filmstrip*

1. "Air Pollution", Eyegate House, 146-01 Archer Avenue, Jamica, New York 11435.

D. *Pamphlets*

1. "Air Pollution Explained: Pollution and Your Health", W. Va. TB and RD Association.
2. "Air Pollution Explained: The Pollutants", W. Va. TB and RD Association.
3. "Air Pollution Facts", Solution to Automobile Air Pollution, National TB and RD Association.
4. "Clean Air It's Up To You", U.S. Environmental Protection Agency, Washington, D.C.
5. "Health Effects of Invironmental Pollution", U.S. Environmental Protection Agency, Ibid.
6. "High Cost of Breathing", Conservation Leader.
7. "Needed Clean Air", U.S. Environmental Protection Agency, Washington, D.C.
8. "Public Interests Report: Solutions to Stationary Sources of Air Pollution", Environmental Education Group.
9. "The Campaign for Cleaner Air", Public Affairs Committee.
10. "The Clean Air Act", U.S. Environmental Protection Agency, Washington, D.C.
11. "W. Va. Air Pollution Control Commission, 73 Annual Report", Air Pollution Control Commission, Charleston, WV.

J-1.8

DATA GATHERING FOR LAND POLLUTION PROBLEMS

Module No. 5 Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other units, the student should be able to:

A. Recognize that jobs emerge and diminish because of the social value of the resulting products and services.

B. Understand the relationship between occupations and the production, distribution, and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify and explain that solid wastes are aesthetically unpleasant and physically disturbing.

B. Describe that solid wastes affect human health by providing refuges for rodents and breeding places for flies, and by polluting the air, water, and land.

C. Compose a list of the jobs that are involved in the community in helping to reduce the solid waste problem or design new jobs or solutions needed to offset the increased amount of solid waste.

III. TEACHER PREPARATION:

A. *Teacher Notes*

See that all students understand their assignment, so they can be assured of success in relating the occupational area the solution of a problem. Develop the concept of how goods are produced and consumed then recycled and methods of recycling. Every occupation contributes to society. Changes and conditions in the world affect careers. People must adapt as the world changes.

B. *Materials and Equipment*

1. Projector

IV. LEARNING ACTIVITIES:

A. View filmstrip "Land Pollution".

B. Read and discuss articles on solid waste problem.

C. Investigate community's method of solid waste disposal.

D. Invite community resource people to your classroom to discuss problems associated with solid waste disposal. Example: trash collectors as other personnel from the Sanitation Department.

E. Try to find out if there are other methods that might be better.

F. Do a survey to locate solid waste recepticles in the school, neighborhood, and community. Determine what types of disposals are being thrown away. Determine whether the number and location of the recepticles are sufficient for the needs of the people. It is said that archaeologists discover much about early man by studying his garbage area. What might they discover about our society using this method?

G. Define the term "recyclable". Investigate what recycling jobs and facilities are available in the area. Also, include programs of local organizations. Conduct a paper recycling drive at school.

H. Collect and weigh solid waste from your family for one day. Using these figures, calculate how much solid waste is produced in a week, a month, and a year. Using the figures for your family, calculate the solid wastes produced by your street or neighborhood, school, city and state. Compare these findings with national figures.

I. Discuss "op" art and junk sculpture and create "op" art and junk sculptures made from solid waste materials and list other possible ways for the use of solid wastes.

J. Make a poster, bulletin board, or collage on solid waste problems.

V. EVALUATION:

A. The teacher will evaluate the student through the use of discussions, work samples, and observations.

VI. RESOURCES:

A. *Film*

"Land Pollution", Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 11435.

B. *Magazines*

1. "Environmental Effects of Solid Wastes"
2. "Garbage: The History and Future of Garbage in America", *Newsweek*, July 1973.
3. "Waste Management Study"

ROLE OF THE DEPARTMENT OF NATURAL RESOURCES

Module No. 6 — Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.

B. Understand the relationship between occupations and the production, distribution, and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the students should be able to:

A. Describe the contribution that the Department of Natural Resources makes to society.

B. Identify the reasons why occupations in the Department of Natural Resources exist.

C. List different items that contain natural resources and are found in the classroom and the community.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Invite resource people to the classroom. They should be able to discuss that man is using Earth's natural resources much faster than they can be replenished. Discuss what is being done to control the situation and what needs to be done. Develop a questionnaire to interview speaker. Have students prepare their own lists of questions. Every career requires some special preparation. Every person is an individual with different abilities, interests, needs and values. Any career has levels of responsibility. A person's relationship with other people, with his employer, and with society affect his own careers as well as the careers of others.

B. *Materials and Equipment*

1. Resource person
2. Samples of natural resources; trees, flowers, etc.
3. Maps

IV. LEARNING ACTIVITIES:

A. Ask prepared questions to speaker.

B. Read articles on natural resources.

C. Listen and discuss work of Department of Natural Resources.

D. Have the student collect natural resources and identify.

E. Observe and list all materials used in making your school building.

F. Write thank you notes.

G. Locate the following on an outline map of West Virginia (coal deposits, oil deposits, natural gas, national forests, five major rivers).

H. The student will conduct experiments to discover how the soil is formed.

I. The students will make a model of a farm with plaster of Paris or paper mache; include buildings and fields.

J. Illustrate various soil conservation methods in different fields.

K. Discuss and list ways to conserve natural resources.

L. Have the students keep records of current conservation methods, news events in your community and/or federal government over a period of time.

M. The students will visit forests to learn the importance of trees.

N. The students will plant trees, flowers, etc., in areas around school or areas needing conservation measures.

V. EVALUATION:

A teacher will evaluate the student on his/her contribution to the discussion and his/her identification of natural resources and collection. The student will also be evaluated on his/her model construction.

VI. RESOURCES:

A. *Materials and Equipment*

1. Resource person
2. Samples of natural resources; trees, flowers, etc.
3. Maps
4. Collected newspaper and magazine articles

MAN'S RESPONSIBILITY TO HIS ENVIRONMENT

Module No. 7 Correlation: Science

I. GOALS

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Recognize the relationship between life styles and the dictates of the work situation, e.g., financial, hours of work, geographical location, physical and mental requirements, etc.
B. Understand educational and experience requisites for career options and tentatively and continuously plan various alternatives.
C. Recognize that supply and demand stimulates or retards opportunities and is a factor to be considered in planning a career.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the use of Earth's natural resources at a rate faster than they can be replenished.
B. Devise ways for conserving and wiser use of our energy.
C. List the advantages and disadvantages that have come out of the energy shortage.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Contact Hope Natural Gas to set date and time for tape and slide presentation. Aid student in locating materials and careers available in this area. Changes and conditions in the world affect careers. Careers can be grouped in various ways into families requiring similar abilities and providing similar rewards. A person's best career direction develops over a long period of time. Every individual develops a personal "style" which he can fulfill in a career with a similar "style." An event might change a person's lifestyle or career. For example: Both parents are killed in an accident; an illness or handicap disqualifies one for his chosen career; the chosen career becomes obsolete. Then it becomes necessary to develop alternative plans; to continue leading a productive rewarding life.

B. *Materials and Equipment*

IV. LEARNING ACTIVITIES:

A. View tape-slide presentation "George Can't Do It Alone".
B. Ask prepared questions have discussions in class about the talk.
C. Find out what is our town's source of electrical energy and how it is produced.
D. Determine how you use electrical energy in your day-to-day life. For one day, keep tract of the times you use electricity. Also list the purpose for which you used this energy.
E. Determine how many of these uses could you do without and still lead a comfortable life.
F. Read articles "The Real Meaning of Energy" and "The Real Lessons of the Energy Crisis"—Good for Bad.
G. List activities which waste or do not wisely use energy and develop solutions, e.g., find out what gas stations and garages do with used oil and what could be done to reuse it.

V. EVALUATION:

The teacher will evaluate the students on their discussion and answers to the various questions put before them.

VI. RESOURCES:

A. *Tape-Slide*

"George Can't Do It Alone", Hope Natural Gas Company.

B. *Pamphlets*

1. "Do We Understand Energy?", West Virginia Department of Education, Charleston, West Virginia.
2. "George Can't Do It Alone", Hope Natural Gas Company.
3. "Energy For You Today and Tomorrow", Gas Appliance Asso.
4. "Public Interest Report: Nuclear Power Plants", Environmental Protection Group.

PRACTICAL APPLICATION OF CONSERVATION METHODS

Module No. 8 Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand effective work habits and instrinsic satisfaction of work, interact effectively in a variety of situations while being aware of the need of others.

B. Understand the value of academic, general, and vocational subjects in terms of their function in the world outside the classrooms.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Construct a model for improving the school ground.

B. Identify the jobs needed in constructing the model.

C. Discuss the work role to carry out the construction of the model.

D. Identify the ways in which the academic subjects are needed by the worker he/she portrayed.

III. TEACHER PREPARATION:

A. *Teacher Notes*

See that all students understand their duties, responsibilities, etc., so that they can be assured of success in relating the occupational area and success in academic requirement of the role. Develop the understanding that all instruction should be relevant to real life situations. Every individual can have a meaningful, rewarding career. Different occupations are interrelated in many ways. Every individual develops a personal "style" which he can fulfill in a career with a similar style.

B. *Materials and Equipment*

1. Paper
2. Pencils
3. Shovels, spades, etc.

IV. LEARNING ACTIVITIES:

A. Student will choose his role and discuss the role to be portrayed (writing up projects, social aspects, and history, design and new land scape, construction work).

B. Discuss feelings about the various roles portrayed.

C. Discuss the need for academic skills in the actual improvement of the school grounds.

V. EVALUATION:

The teacher will evaluate the student by observation of the role played, discussion of questions pertaining to his/her role, and their interaction with each other in their construction.

VI. RESOURCES:

A. *Junior Scholastic Articles*

1. "Nature is the Backdrop"
2. "Urban Problems: What We've Got"
3. "Man's Communities versus Nature"
4. "A Community is More Than Buildings"
5. "Do-It-Yourself Community Map"

PEOPLE WHO WORK WITH MUSIC

A
Career Education Unit
for
Junior High Level
(Seventh-Ninth)

Correlated
with
Music

INTRODUCTION

This career education resource unit was prepared for junior high students. The unit's direct correlation is with music. Students will explore the many jobs connected with the music profession—performing, instructing, sales and maintenance of musical equipment, conducting, composing, managing, and executing live performances.

The purpose of this unit is to help young people develop an appreciation for the worth and dignity of all types of work. It is hoped that they will gain a broad understanding of the many occupations available to them when they enter the work force and produce the goods and services needed by society.

Methods to be incorporated while carrying out this unit are: role playing, field trip, multi-media, research activities, performances, interviews with workers, and resource people. These instructional activities will be relevant to the real life concerns of students and enable them to develop basic skills, attitudes and knowledge that will be essential for success in any career they choose.

MUSICAL OCCUPATIONS

Module No. 1 Correlation: Music

I. GOALS:

After teachers have directed the learning activities in this and other *units*, the student should be able to:

A. Understand the ways in which subject content is functional within and outside the classroom in the career world.

B. Understand the affective, cognitive, and psychomotor dimensions that accompany various kinds of work.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. List a variety of occupations associated with music.

B. Describe occupations associated with the orchestra: composer, conductor, business manager, technicians, lighting technician, transportation, managers, ticket agents, music critics, music dealers and people who repair and make instruments.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Students need help in obtaining information about occupations and in identifying the skills of persons involved in each occupation. They also need to see the relevancy between school subjects and the real world of work.

B. *Materials and Equipment*

1. Film projector
2. Record player

IV. LEARNING ACTIVITIES:

A. View film: "Toot, Whistle, Plunk and Boom".

B. Discuss and list the different sections of the orchestra: woodwind, percussion, brass, and strings.

C. Discuss the sections of the orchestra and the contribution of each section.

D. Discuss the instrumentalist as a professional person.

E. Discuss other occupations or jobs related to the orchestra.

F. Students prepare a report on one of the instruments of each family of instruments.

G. Students prepare a *report* on one of the related occupations.

H. Discuss terms related to the performance: glissando, pizzacato, stopping, etc.

I. View film: "The Road Ahead".

V. EVALUATION:

A. Students must be able to name related occupations to the orchestra.

B. Students must be able to write a job description related to the orchestra.

C. Students must be able to recognize instruments of the orchestra (timbre and visually) and classify them according to family.

VI. RESOURCES:

A. *Books*

1. *Making Music Your Own*, pgs. 24-35, Silver Burdette Co., 250 James Street, Morristown, New Jersey 07960.
2. *Making Music*, International Publications Service, 114 E. 114 E. 32 Street, New York, New York 10016.
3. *Let There Be Music*, pgs. 83-115, Allyn & Bacon, 470 Atlantic Avenue, Boston, Massachusettes 92210.

B. *Films*

1. "Toot, Whistle, Plunk and Boom", Walt Disney Productions, 350 South Buena Vista Street, Burbank, California 91503—(RESA V—Film Library #MP 968)
2. "The Road Ahead", CCM Films, Inc., 866 Third Avenue, New York, New York 10022—(RESA V—Film Library #MP 589)

C. *Record*

Instruments of the Orchestra, Young Person's Guide to the Orchestra, Golden Record Library, Arthur Shinkin, J. S. Latta, Inc., P. O. Box 1276, Huntington, West Virginia.

D. *Pamphlet*

"Careers In Music", National Association of Schools of Music, Suite 650 One Du Pont Circle, Washington, D. C. 20036.

SKILL REQUIREMENTS FOR MUSICAL OCCUPATIONS

Module No. 2 Correlation: Music

I. GOALS:

After teachers have directed the learning activities in this and other *units*, the students should be able to:

A. Understand his/her abilities, likes, dislikes, aptitudes and limitations.
B. Understand the intrinsic satisfaction of work beyond the financial rewards.

II. PERFORMANCE OBJECTIVES:

After the teacher had directed the learning activities indicated in this *module*, the student should be able to:

A. Identify his/her likes and dislikes of different occupations within the orchestra.
B. Determine the reasons for liking or disliking particular jobs connected with the orchestra.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A person's likes and dislikes (as well as the pay) often affect the satisfaction they get from doing a job.

B. *Materials and Equipment*

1. Record player
2. Film projector
3. Filmstrip projector

IV. LEARNING ACTIVITIES:

A. Students will discuss requirements for occupations related to the instruments.
B. Students will discuss their likes and dislikes of occupations related directly to the instruments: repairman, salesman, etc.
C. Students will be made aware of his/her own abilities and aptitudes concerning instruments ("Hands On Approach").
D. View filmstrip: "The Young Performers".
E. Listen to recording which identifies the timbre of each instrument.
F. Student will experiment with each type of instrument.
G. Student will prepare a visual aide indicating each part of the orchestra and the seating pattern of the orchestra.
H. Discuss the famous builders of the stringed and other instruments. Students will complete one report on a famous family.

V. EVALUATION:

A. Listening quiz on the timbre of each instrument of the orchestra.
B. Students will evaluate their abilities to manipulate the instrument.
C. Students should be able to list and describe a number of occupations directly related to the instruments themselves: salesman, repairman, manufacturer, etc.
D. Teacher may devise a student information form to survey or test students' interests, aptitudes, and abilities, or contact the school guidance counselor or RESA V for survey or test instruments already developed.

VI. RESOURCES:

A. *Filmstrip*

"Young Performers", Bell Telephone Company—RESA V—Film Library #MP 994)

B. *Film*

"The Instruments of the Orchestra", McGraw-Hill Text Films, 330 West 42nd Street, New York, New York 10036—(RESA V—Film Library #MP 351)

EDUCATION AND TRAINING REQUIREMENTS FOR MUSICAL OCCUPATIONS

Module No. 3 Correlation: Music

I. GOALS:

After the teachers have directed the learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying traits and as respected individuals who contribute to the welfare of others.

B. Understand the relationship between occupations and the production, distribution and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the contribution that the conductor has made to society.

B. Identify the reasons for the variety of occupations within the band or orchestra.

C. Discuss the basic role of each member and his/her contribution to the total group.

D. Realize that every worker is a link in the chain of completing a task.

III. TEACHER PREPARATION

A. *Teacher Notes*

People should be respected for their contribution to society and discussed as a link in the chain of completing a task.

B. *Materials and Equipment*

1. Resource person
2. Filmstrip projector

IV. LEARNING ACTIVITIES:

A. Discuss the educational and training requirements of the conductor.

B. View filmstrip: "Sound of the Orchestra".

C. Listen to resource person—tape local band director.

D. Read and discuss information concerning the role of the conductor.

E. Students learn the basic conducting patterns so as to enhance the information which the conductor will deliver.

F. Discuss requirements for entrance into the orchestra.

G. View filmstrip: "Where Do I Go From Here?"

V. EVALUATION:

A. Students will write a job description of the position of conductor: his general contribution to society and to the work of art and himself as a person.

B. Students will list the requirements necessary to hold the position of conductor.

C. Students will be able to draw the basic meter patterns of conducting.

D. Students will be able to conduct in each meter.

VI. RESOURCES:

A. *Books*

Making Music Your Own: "At the Symphony", Silver Burdette Co., 250 James Street, Morristown, New Jersey 07960

B. *Films*

1. "Where Do I Go From Here?" College Placement Council, Inc.,—(RESA V—Film Library # MP 723.)
2. "Sound of the Orchestra", McGraw-Hill Text Films, 330 West 42nd Street, New York, New York 10036—(RESA V—Film Library # MP 992.)

C. *Resource Person*

Band Director

INTERACTION OF MUSICAL OCCUPATIONS

Module No. 4 Correlation: Music

I. GOALS:

After the teachers have directed the learning activities in this and other *units*, the students should be able to:

A. Recognize that jobs emerge and diminish because of the social value of the resulting products and services.
B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the reasons why different jobs exist and the importance of each.
B. Discuss their reasons for enjoying or disliking a particular job associated with the music store.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Jobs emerge and diminish because of our changing world. Changes and conditions in the world affect careers. Individuals must be taught to adapt as the world changes. Arrange for a resource person to come to the school and explain the functions of a music dealer.

B. *Materials and Equipment*

Projector

IV. LEARNING ACTIVITIES:

A. Discuss—what is a music dealer?
B. What does a music dealer sell?
C. Make a list of items and duties that are connected with the music dealer and discuss how supply and demand fluctuate as a result of social values.
D. Discuss the contribution of the music dealer to the community and to the school.
E. Discuss the variety of occupations within the music store: clerk, typist, salesman, and repairman.
F. Discuss the basic requirements and educational requirements of the music dealer.
G. Listen to resource person.
H. View filmstrip: "Should I Go To College".

V. EVALUATION:

A. Write a job description of the music dealer.
B. Make a list of social functions that the music dealer contributes to.
C. Students will be able to list other occupations necessary to run a music store.

VI. RESOURCES:

A. *Film*

"Should I Go To College", Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois, 60611. (RESA V—Film Library # MP 1153).

B. *Resource People and Places*

1. Music Dealer
2. Music Store

SOCIAL CONTRIBUTIONS OF MUSIC

Module No. 5 Correlation: Music

I. GOALS:

After the teachers have directed learning activities in this and other *units*, the student should be able to:

A. Recognize that jobs emerge and diminish because of the society value of the resulting products and services.

B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the reasons why different jobs exist and the importance of each.

B. List reasons for enjoying or disliking a particular job associated with the orchestra.

C. Discuss each worker's contribution to the finished product.

III. TEACHER PREPARATION:

A. *Teacher Notes*

All individuals contribute to the welfare of society in terms of work. Every occupation contributes to society. Arrange for a field trip to a symphony orchestra concert. Teachers should have parents sign "Parent Permission Slips" and should outline conduct expected of students participating in the field trip.

B. *Materials and Equipment*

1. Parent permission slips
2. Prepared list of questions to ask resource persons

IV. LEARNING ACTIVITIES:

A. Prepare a checklist of each section of the orchestra and its contribution to the total performance.

B. Read and discuss material in the book "The Joy of Music" relating to the value of the orchestra to the community and society as a whole.

C. Discuss the area lived in as being relevant to job opportunity in relation fo the orchestra.

D. Students will interview one performer and discuss his/her personal satisfaction with his/her position, as well as his/her feeling of contribution to society.

E. Students will make a list of all jobs visibly involved in the presentation of the program.

V. EVALUATION:

A. Student lists of persons visibly involved in presenting the program will be discussed.

B. Students will be evaluated on accuracy of prepared checklists and skills used in evaluating the performer.

VI. RESOURCES:

A. *Books;*

1. *"Making Music Your Own"*, Silver Burdette Co., 250 James Street, Morristown, New Jersey 07960
2. *Music In Modern Media*, Dolan, Robert E., G. Schirmer, Inc., 609 Fifth Avenue, New York, New York 10017.
3. *The Joy of Music*, Bernstein, Simon & Schuster, Inc., 630 Fifth Avenue, New York, New York 10020

B. *Resource Place*

Field trip to orchestra concert.

C. *Questions to Ask Resource Person*

1. What are the educational requirements of your work?
2. What do you like about your work?
3. What do you dislike about your work?
4. How are leisure activities related to your work?
5. What kind of prior work experience is necessary or helpful for the job you hold?
6. Give examples of how you use school subjects in your work.
7. If you could start over, would you pursue the same career? (If not, what?)

JOBS AND LIFE STYLES

Module No. 6 Correlation: Music

I. GOALS:

After the teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the structure and methods of classifying occupations and job structure: recognizing sources of information and experiences.

B. Recognize the relationship between life styles and the dictates of the work situation: financial, hours of work, geographical location, physical and mental requirements.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify sources of information about the occupations.

B. Illustrate the relationship of occupations related to the symphony orchestra: transportation, management, etc.

C. Describe relationships between work and life away from work.

III. TEACHER PREPARATION:

A. *Teacher Notes:*

Life styles are dictated by the work situation: financial, hours of work, geographical location, physical and mental requirements. Every individual develops a personal "style" which he/she can fulfill in a career with a similar "style". Each individual can have a meaningful, rewarding career. People pursue a career for a variety of reasons.

Points of Discussion:

1. The reason people are discharged from jobs is seldom because they lack the necessary skills.
2. If a worker does not understand the supervisor's instructions, he/she should ask questions.
3. People act and/or react in negative ways (at times) because of work pressures. When possible, problems should be shared with subordinates and/or supervisors.
4. All individuals (regardless of work status) should be afforded courteous treatment and valued for their contribution to the firm.
5. Stubbornly adhering to and expressing a point of view which is not shared by others may cause problems on the job.
6. Workers who possess characteristics somewhat different from the norm should not be ridiculed.

B. *Materials and Equipment*

1. Books
2. Pamphlets
3. Briefs

IV. LEARNING ACTIVITIES:

A. Discuss the classifications and levels of occupations: service, technical, business contact, organization, creative arts, science general cultural, arts, entertainment, etc.

B. Students must classify an occupation in one of these classifications.

C. Read and discuss information on pay and income scale of the performers.

D. Discuss the schedule that a musician in this type of occupation would follow.

E. Make a list of occupations directly associated with the orchestra.

F. Cut pictures out of magazines and newspapers involving an orchestra and prepare a bulletin board.

G. View film "Learning Through The Arts".

V. EVALUATION:

A. Short quiz on the classifications and levels of occupations noting that students are able to name the classifications, and be able to list an occupation in these classifications.

B. Class participation in bulletin board project will be evaluated: each student must contribute at least one item.

VI. RESOURCES:

A. *Film*

"Learning Through The Arts", Churchill Films, 662 N. Robertson Blvd., Los Angeles, California 90060. (RESA V—Film Library # MP 1183)

B. *Poster*

"Careers In Music", J. Weston Welch Publisher, Box 1075 Portland, Maine 04104

SKILL EXERCISES IN CONDUCTING

Module No. 7

Correlation: Music

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

- A. Understand the physical, mental, emotional, limitations of workers who demonstrate effective work habits.
- B. Show interest effectively in a variety of situations while being aware of the needs of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

- A. Identify the role of his/her interpretation of the character he/she plays.
- B. Interact with others in an effective manner.
- C. Discuss his/her feelings about the role that he/she played.
- D. Identify the ways in which school subjects are needed by the worker.

III. TEACHER PREPARATION:

A. *Teacher Notes*

All people establish work habits. Practicing good work habits will instill good attitudes which won't have to be undone when a student enters the working situation. All jobs have weak and strong points. Help the student to focus on the positive aspects of his/her job.

B. *Materials and Equipment*

1. Arrange for use of the auditorium for role playing purposes.
2. Prepare an evaluation form to evaluate each student's performance.
3. Prepare stage props for performance.

VI. LEARNING ACTIVITIES:

- A. View film: "The Symphony Orchestra".
- B. Review the basic meter patterns of conducting.
- C. Learn the seating arrangement of all sections so that the conductor will be able to instruct these sections.
- D. Students will learn theory exercise in textbook "Making Music Your Own" (Each group of students chants a different rhythm and is designated to be a certain section of the orchestra.)
- E. Each student will take turns in conducting the class in this exercise (Role playing the conductor and the performer as well.)
- F. Discuss the need for training of both the conductor and the performer.
- G. Divide class into groups and aide in writing a skit on a musical profession.
- H. Students will present skits to student body on any form of the musical profession.
- I. Discussion on list of musical jobs available.

V. EVALUATION:

- A. Student will be evaluated by a form evaluating his physical (conducting), mentally (mastery of meter patterns), emotionally (ability to cope with mistakes and correction made by other students).
- B. Students role-playing the performer will be evaluated on a form denoting their class participation and interaction with others in the classroom.

VI. RESOURCES:

A. *Book*

"Making Music Your Own", Silver Burdette Co., 250 James Street, Morristown, New Jersey 60611

B. *Record*

"Young Person's Guide to the Orchestra" Britten

C. *Poster*

"Careers In Music", J. Weston Welch Publisher, Box 1075, Portland, Maine 04104

D. Film

"The Symphony Orchestra" Encyclopedia Britannica Educational Corp. 425 North Michigan Avenue, Chicago, Illinois 60611. (RESA V—Film Library # MP 658)

MUSICAL PERCEPTION AND EVALUATION

Module No. 8 Correlation: Music

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand ways in which subject content is functional within and outside the classroom in the career world.

B. Understand the affective, cognitive, and psychomotor dimensions that accompany various kinds of work.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the variety of occupations associated with the American Musical Theater.

B. Discuss the Broadway musical and what is involved in this as far as occupations are concerned.

C. Describe occupations associated with the American Musical Theater: director, composers, librette, music itself, managers, agents, technicians, make-up artist, set designers, advertising.

III. TEACHER PREPARATION:

A. *Teacher Notes*

School subjects such as English, math, art and writing are used by workers involved in the music industry. Observing people in musical occupations is needed to see what skills are involved.

B. *Materials and Equipment*

1. Arrange for filmstrip projector
2. Record player
3. Assemble information on related occupations

IV. LEARNING ACTIVITIES:

A. View filmstrip "Camelot".

B. View filmstrip "Romeo and Juliet".

C. Listen to record of musical scores to "Camelot" and "Romeo and Juliet".

D. Discuss materials on the American Musical Theater.

E. Discuss occupations required to produce a musical show.

F. Discuss related occupations.

G. Listen to records: selections from Naughty Marietta, Show Boat, Girl Crazy, Oklahoma, Fiddler on the Roof, Hair, J. C. Superstar, Tonight, West Side Story.

H. Field trip to see Oklahoma performed on stage (or similar musical production).

V. EVALUATION:

A. Students should be able to list several occupations necessary to produce a musical.

B. Students will choose the most interesting to them and do a report on it (job description).

C. Students should be able to name the musical that each song selection was taken from.

VI. RESOURCES:

A. *Book*

"Making Music Your Own", The American Musical Theater, Silver Burdette Co., 250 James Street, Morristown, New Jersey 07960

B. *Filmstrip*

"Camelot", "Romeo and Juliet" (complete bibliography information was unavailable).

C. *Record*

Show Tunes #6 from Silver Burdette Co., 250 James Street, Morristown, New Jersey 07960

JOB QUALIFICATIONS FOR CONDUCTING

Module No. 9 Correlation: Music

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying traits as respected individuals who contribute to the welfare of others.

B. Understand the relationship between occupations and the production, distribution and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the contributions the director makes to society.

B. Identify the many reasons for different occupations within the director's scope.

C. Discuss the director's duties and jobs within the scope of producing his/her program.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Individuals should be respected as possessing varying degrees of negative and positive traits that contribute in their own unique way to the welfare of others. Every person is a unique individual with different abilities, interests, needs and values. Any and every career has various levels of responsibility.

B. *Materials and Equipment*

1. Invite resource person to visit the class.
2. Record player

VI. LEARNING ACTIVITIES:

A. Students will discuss the importance of the conductor.

B. Discuss the training and education necessary to hold his/her position.

C. Read and discuss information concerning the role of the musical comedy conductor, or the director of a musical variety show

D. Listen to resource person.

E. Question and answer period, (questions are directed to the director).

F. Discussion of extra or related occupations of the director.

G. Discuss requirements into a profession such as his/her.

H. Listen to Recording Symphony No. 40.

V. EVALUATION:

A. Students will write an evaluation of the position of the musical comedy director and his/her use to society and self.

B. Students will write the qualifications of the director.

C. Students will write the likes and dislikes concerning this particular occupation.

VI. RESOURCES:

A. *Books*

1. *"Making Music Your Own"*, "The Conductor", Silver Burdette Co., 250 James Street, Morristown, New Jersey 07960
2. *"Making Music Your Own"* "The Performer", Silver Burdette Co., 250 James Street, Morristown, New Jersey 17960

B. *Records*

1. Symphony Mozart No. 40 Columbia Symphony Orchestra—Columbia Label, Phonolog Publishing Division, Trade Service Publishing, Inc., 2720 Beverly Boulevard, P. O. Box 3308, Terminal Annex, Los Angeles, California 90057. # MS 6494
2. Symphony Mozart No. 40 The Guzenich Symphony Orchestra—Warner Brothers (Budget Label) (Nonesuch label) Phonolog Publishing Division, Trade Service Publishing, Inc., 2720 Beverly Boulevard, P. O. Box 3308, Terminal Annex, Los Angeles, California 90057. # 71047

C. *Resource People*

National Record Mart, 247 Grand Central Mall, Parkersburg, West Virginia 26101 (304) 485-3866. Mail order service. (Records above available from National Record Mart.)

PEOPLE INVOLVED IN THE MUSIC PROFESSION

Module No. 10 Correlation: Music

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value others as unique individuals who possess varying traits as respected individuals who contribute to the welfare of others.

B. Understand the relationship between occupations and the production, distribution and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the contributions of music to society.

B. Identify the many different related occupations within the field of musical productions.

C. List duties and requirements of occupations within the music field.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Relationships exist between the production, distribution and consumption of goods and services because if there is not a demand for the goods or services, there will be no distribution or production of that specific good or service.

B. *Materials and Equipment*

1. Arrange for each person to make tapes.
2. Each will be supplied with a list of questions to answer as a guideline.

IV. LEARNING ACTIVITIES:

A. Discuss the importance of teachers to individuals instrumental skills (such as the piano teacher).

B. Discuss the importance of the musical comedy director and related skills or careers.

C. Discuss the importance of the music store owner and related occupations.

D. Listen to resource people (these will be taped interviews).

E. Question and answer session with class discussion period.

F. Discuss each person and individual requirements.

G. Discuss requirements for entrance into these occupations.

V. EVALUATION:

A. Student will write an evaluation of each speaker and a job description.

B. Student will write an evaluation of the individual importance to society.

C. Students will write likes and dislikes of each occupation presented.

VI. RESOURCES:

A. *Resource People*

Interview tapes of music store owner, piano teacher, and instrument maker.

PEOPLE WHO WORK FOR THE NEWSPAPERS

A
Career Education Unit
for
Junior High Level
(Seventh-Ninth)

Correlated
with
Language Arts

INTRODUCTION

This career awareness resource unit was prepared for use in the junior high grades. It is concerned with many jobs necessary to publish newspapers and magazines. Some of the workers which students will encounter are: reporters, office workers, camera people, press operators, technicians, servicemen and custodians.

The purpose of this unit is to help young people develop an appreciation for the worth and dignity of all types of work. It is hoped that they will gain a broad understanding of the many occupations that could await them in looking at the relationships that exist among self, education and work, and more particularly in the printing field.

Methods to be incorporated while carrying out this unit are: role playing, field trips, multi-media, research activities and interviews with workers and resource persons. This unit should be correlated with Language Arts, although other areas are closely related. In Language Arts, the students are involved in reading, researching, discussing, planning, interviewing, questioning, making decisions, writing reports, giving oral reports, listening, observing, and role playing. In social studies, they are involved in values, attitudes and the importance of work to the individual, the school and the community. In mathematics, the students will be involved in layout work, measurement, proportion and size relationships. In science, they deal with mechanical devices including camera operation, different processes and printing in black and white and color. Newspaper work can be correlated with art classes, that are studying layout designs pleasing to the eye, proportion and color.

The intent of this unit is to help students become aware of the world of work associated with newspapers and workers in that field. Teachers will select the activities appropriate to the level of students they teach and may want to develop the modules more fully to be more compatable with the interests and abilities of their students.

OCCUPATIONAL RESEARCH—JOURNALISM

Module No. 1 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the structure and methods of classifying occupations and recognizing the sources of information and experience.

B. Recognize the relationship between life styles and the dictates of the work situation; e. g., financial, hours of work, geographical location, physical and mental requirements, etc.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Orally identify sources of information about occupations related to the newspaper.

B. Illustrate the relationships of occupations related to the newspaper.

C. Discuss types of occupations related to the newspaper.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Students should be aware that different types of jobs, physical working conditions, length of work days, etc., influence how people develop their life styles. The choice of a career usually involves a comprise between greater or/and lesser needs.

Assist the students in obtaining information about occupations. Aid the student in creating an awareness of the many occupations related to the newspaper by assisting in identification of the skills of persons involved in each occupation.

An E. I. duPont employee who works shift work will develop different eating, sleeping, and working habits than an 8:00 to 5:00 p.m. office worker. Also, if the duPont worker has six children to feed, his financial needs would dictate what salary he could accept to support his family.

B. *Materials and Equipment*

1. Old magazines and newspapers
2. Material from local newspaper office
3. Cameras

IV. LEARNING ACTIVITIES:

A. View filmstrip and films.

B. Read books, magazines, and pamphlets about workers in the newsroom.

C. Interview parents or friends.

D. Cut pictures from magazines for college.

E. Develop a list of related occupations.

F. Write reports identifying skills and qualifications.

G. Orally report about written reports and interviews.

V. EVALUATION:

The teacher will evaluate the students on their discussion, collage, list of occupations, written and oral reports. The teacher should be aware of areas of interest to students.

VI. RESOURCES:

A. *Old Magazines*

B. *References*

1. *Occupational Outlook Handbook*, U. S. Department of Labor Statistics, 341 9th Ave., NY, NY 10001
2. *Dictionary of Occupational Titles*, U. S. Department of Labor, Manpower Administration, Superintendent of Documents, U. S. Government Printing Office, Division of Public Documents, Washington, D. C.

C. *Books*

1. *The Newspaper—Its Place In A Democracy*, Duane Bradley, Van Nostrand Reinhold Co., 450 West 33rd St., NY, NY 10001
2. *I Work On A Newspaper*, Harry Lent.
3. *Should You Be A Newspaperman*, Chronicle Guidance Publications, Inc., Moravia, NY

D. *Filmstrips*

"The Workers Of The Community"
"Preparing For the World of Work", Filmstrip Catalogue, Wood County Board of Education, 1210 Thirteenth St., Parkersburg, WV 26101 #47
"Tips On Writing The News Story"
"Vocational Opportunities"
"Who Puts The Print In The Book"

E. *Posters* on Newspaper Careers (set of 18) from J. Weston Walch, Publisher, Portland, Maine 04104.

F. *Films*

1. "Today's Newspaper", Oxford Films, Inc., 1136 N. Las Palmas Ave., Los Angeles, Calif. 09938.
2. "That The People Should Know", Wayne County Federal Library Stystem, Audio-Visual Department, 33030 Van Born Road, Wayne, Michigan.

3. "Press", Wayne County Federal Library System, Audio-Visual Department, 33030 Van Born Road, Wayne, Michigan.
4. "Newspaper Serves Its Community", Wayne County Federal Library System, Audio-Visual Department 33030 Van Born Road, Wayne, Michigan.

G. *Tapes*
  1. Advertising Worker #2, American Occupational Series
  2. Newspaper Reporter #35, American Occupational Series
  3. Photographer #40, American Occupational Series
  4. Printing Pressmen #84, American Occupational Series

H. *Pamphlets*
  1. Cartoonist, Chronical Guidance Publications, Inc., Moravia, NY
  2. Newspaper Editor, Chronicle-Occupational Briefs, Ibid.
  3. Photographic Darkroom Occupations—Chronicle-Occupational Briefs, Ibid.
  4. Should You Be A Newspaperman, Chronicle-Occupational Briefs, Ibid.

SKILLS AND QUALIFICATIONS OF NEWSPAPER WORKERS

Module No. 2

Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the value of school subjects in terms of their function in the world outside the classroom.

B. Understand the affective, cognitive, and psychomotor dimensions that accompany various kinds of work.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss skills of persons involved in newspaper occupations.

B. Identify the various occupations related to the newspaper.

C. Orally explain his/her observed dimensions of the different kinds of work on the newspaper.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Try to develop the understanding among students that all instructions should be relevant to the real world and real life concerns of the student. The work of the newspaperman or woman requires complete development of many skills. He/she must be able to listen, take notes, have comprehensive knowledge of language skills, be able to get along well with people and accurately perform services for the public. Experience on the job will expand a student's scope of what duties might be performed by a newspaper worker. Also, assist the students in understanding the need for basic skills in various newspaper occupations.

B. *Materials and Equipment*

1. Letters
2. Flannel Board

IV. LEARNING ACTIVITIES:

A. Discuss the various occupations related to the newspaper.

B. Form groups and discuss the skills and qualifications of various workers. Discuss what workers would like or dislike about their jobs.

C. Do lettering for flannel board diagram.

V. EVALUATION:

The teacher will evaluate the student through his/her discussion and understanding of the various departments and workers of the newspaper. The student will also be evaluated on the flannel board diagram of the newspaper departments.

VI. RESOURCES:

See attached Appendix I and II.

ANALYSIS OF JOB REQUIREMENTS AND REWARDS FOR NEWSPAPER WORKERS

Module No. 3 Correlation: Language Arts

I. GOAL:

After the teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Select departments of the newspaper in which he/she is more interested.
B. Interview a worker representing his/her chosen department.
C. Discuss the contribution that newspaper workers make to society.
D. Describe the "satisfiers" of various newspaper careers; e.g., physical, creative, financial, etc.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A worker should understand himself/herself, his/her job, and his/her employers rules, regulations, policies, and procedures. All individuals should develop a respect for the value of work and respect for how work helps to contribute to the welfare of others and society.

Invite representatives of each department of the newspaper to the classroom. They will discuss the skills, requirements, advantages, and disadvantages of their jobs. Arrange to use the school cafeteria for the set up of "departments". (include a reporter, proofreader, printer, layout, artist, sports writer, press operator, etc.).

IV. LEARNING ACTIVITIES:

A. From previous study, select three departments of the newspaper of interest.
B. Develop and prepare an interview sheet.
C. Visit each "department" in the assimilated situation to listen to and interview the resource person.
D. Within the groups discuss the contribution that newspaper workers make to society.
E. Discuss the satisfaction the workers find in their careers.

V. EVALUATION:

The teacher will evaluate the student on his/her interest and contribution to the discussion. A subjective evaluation will also be given on the student's ability to interview the resource person.

VI. RESOURCES:

See attached Appendix III.

J-3.7

OBSERVING NEWSPAPER WORKERS

Module No. 4 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Recognize that jobs emerge and diminish because of the social value of the resulting products and services.
B. Value others who possess varying degrees of academic strengths and weaknesses as unique individuals with the potential for success in many occupations.
C. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the importance of newspaper jobs.
B. Decide upon tentative educational plans which provide options for many newspaper careers.
C. Discuss what workers enjoy and dislike about their work on the newspaper.
D. Determine what other types of jobs would be available for various newspaper workers.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Every occupation contributes to society. Changes and conditions in the world affect careers. People must adapt as the world and job conditions change. Television and the newspaper are relied upon heavily by people to keep them informed about local, national, and world affairs. The demand for communication services have created more job specialization to carry the news faster and more accurately.

Arrange a field trip to the local newspaper office. The students will review information about different kinds of newspaper jobs (available in the library). Provide office arrangements for transportation. Have parents sign "Parents Permission Slip". Outline conduct expected of students.

IV. LEARNING ACTIVITIES:

A. Prepare questions to ask workers (by departments).
B. Participate in field trip.
C. Write thank you letters.
D. Discuss attitudes and duties of various newspaper workers.
E. Discuss qualifications of the jobs as related to other career areas.

V. EVALUATION:

The teacher will evaluate the students through discussion of questions with workers and through observation.

VI. RESOURCES:

A. Field trip to local newspaper.
B. Information students should gain during the field trip:
   1. Personalities of workers.
   2. Educational levels of workers.
   3. Products or services produced.
   4. Skills needed for specific kinds of work.
   5. Unique characteristics found at the field site. (Assembly line, individual work, constant personal contact, outside work, intense heat, etc.).

J-3.8

ROLE PLAYING OF NEWSPAPER WORKERS

Module No. 5 Correlation: Language Arts

I. GOALS:

After the teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the physical, mental, and emotional stability of workers who demonstrate effective work habits.
B. Identify the ways in which language arts is needed by the worker being portrayed.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the role and his/her interpretation of the worker he/she plays with the class.
B. Identify the ways in which language arts is needed by the worker being protrayed.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Careers require different knowledge, abilities, and attitudes, therefore, work experience facilitates career decision making. After his/her "first-hand" experiences, the student would be able to role play the duties of the reporter.

What other "glamorous careers" appeal to students? Help to construct a list, e.g., sky diver, detective, race car driver, test pilot, model, stewardess, etc. How would students feel if they were asked to interact and discuss these occupations?

Role playing and student interaction help students to become aware of effective work habits and the needs of others.

B. *Materials*

1. Typed papers for proofreaders.
2. Overhead projector
3. Duplicating machine
4. Ink and paper

IV. LEARNING ACTIVITIES:

A. Make arrangements with the teacher to have necessary equipment available.
B. Review the researched materials to be familiar with the role to be played.
C. Discuss the roles to be portrayed.
D. Portray the workers (reporters, editors, printers, proofreaders, layout artists, etc.).
E. Discuss the need for English skills in various newspaper occupations.
F. Have individual conferences to make certain the students understand the academic requirements and duties of their role.

V. EVALUATION:

The teacher will evaluate the student by observing the role played and by listening to student comments in discussion.

VI. RESOURCES:

See attached Appendix IV.

TECHNIQUES OF WRITING A NEWSPAPER

Module No. 6

Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand ways in which subject content is functional within and outside the classroom in the career world.
B. Gain skills in thinking, listening, speaking, reading, writing, and referencing.
C. Understand the intrinsic satisfaction of work beyond the financial rewards, e.g., physical emotional, social, creative, etc.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss occupations dealing with one of the three major departments of the newspaper: Editorial, Business or Mechanical.
B. Discuss daily editorials, choose an idea for an editorial, and write an editorial.
C. Write and proofread a newspaper article.
D. Apply the roles of good writing mechanics to a practical situation—producing a newspaper. (See attached Appendix IV.)

III. TEACHER PREPARATION:

A. *Teacher Notes*

Many students fail to see meaningful relationships between classroom work and the outside world they know. Students who come from various backgrounds may have difficulty in assessing their needs for verbal skills particularly if they perform daily tasks with primary emphasis on mechanical skills. Family background will usually have some effect on how students see newspapers and information associated with the written word.

Teaching a student to think, listen, and express himself/herself will help him/her to fit into the career world. Working experience should be meaningful and challenging to a student.

Arrange to use office equipment to mimeograph the newspaper. Divide the class into groups to discuss editorials and to create a bulletin board. Organize the class into a news staff including an editor and other personnel needed.

B. *Materials and Equipment*

1. Paper
2. Editorials from daily papers
3. Feature stories from papers
4. Mimeograph machine
5. Stencils
6. Bulletin board material

IV. LEARNING ACTIVITIES:

A. View filmstrip "The Newspaper's Function".
B. Design a bulletin board.
C. View filmstrips.
D. Read and discuss feature stories.
E. Write a feature story.
F. Discuss editorials.
G. Write an editorial.
H. Select an editor and other personnel for a student newspaper.
I. Produce a paper, activities included writing and proofreading articles, preparing stencils, mimeographing.

V. EVALUATION:

The teacher will evaluate the students on the bulletin board and on individual articles written. An overall evaluation will be given of the published newspaper by those who read it. A file will be kept and the changes in each issue will be observed.

VI. RESOURCES:

Filmstrips

1. "The Newspaper's Function"
2. "Basic Newswriting", Improving School Newswriting, Educational Filmstrips, Huntsville, Texas ($18.00).
3. "Columns and Editorials", Improving School Newswriting, Educational Filmstrips, Huntsville, Texas ($18.00).
4. "Feature Writing", Improving School Newswriting, Educational Filmstrips, Huntsville, Texas ($18.00).

CAREER CHOICE IN JOURNALISM

Module No. 7 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand his/her interests, beliefs, attitudes, values, needs, fears, likes, dislikes, abilities, and aptitudes.

B. To recognize the structure and methods of classifying occupations and sources of information.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Orally report his/her likes and dislikes of tasks performed in the publication of the school newspaper.

B. Discuss "If I had to choose a career in journalism, which occupation would I choose and the requirements necessary for the job".

C. List types of occupations related to the newspaper.

D. Discuss qualifications and needed skills for three occupations related to the newspaper.

E. Decide what newspaper occupation you will select for further research.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Any career area has levels of responsibility. A person's relationship with other people, with their employer, and society affect their own career as well as the careers of others. Therefore, a student needs to be aware of his/her limitations and abilities, his/her likes and dislikes when choosing a suitable occupation.

B. *Materials and Equipment*

1. Mimeographed copies of the student paper
2. List of journalism careers
3. Paper and pencil or pen

IV. LEARNING ACTIVITIES:

A. Oral report of likes and dislikes of tasks performed.

B. Discuss students' choice of a career in journalism.

C. Discuss the requirements necessary for the chosen job.

D. Review information students gained during field trip and interview. (See list under Resources).

E. Read magazines and pamphlets about workers in the newsroom.

F. Develop a list of related newspaper occupations.

G. Choose three newspaper occupations and write a short report on each one identifying the qualifications, skills, salary, etc.

H. Decide which occupation you want to research further.

V. EVALUATION:

A. The teacher will evaluate the student on the discussion. The teacher will be aware of the student evaluation of the newspaper.

B. The students will be evaluated on their list of occupations and on written reports. They will also be given an objective test covering newspaper occupations.

VI. RESOURCES:

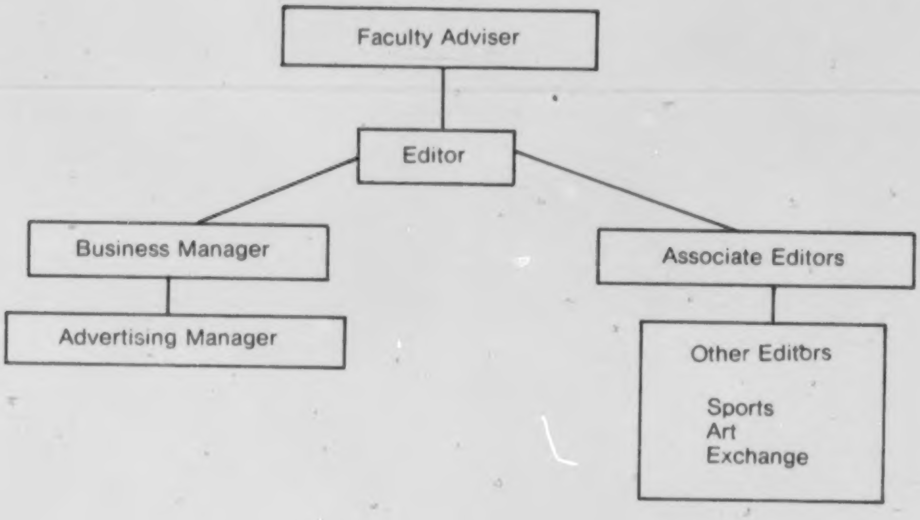
Information students should gain during the field trip:

1. Personalities of workers.
2. Educational levels of workers.
3. Products or services produced.
4. Skills needed for specific kinds of work.
5. Unique characteristics found at the field site. (Assembly line, individual work, constant personal contact, outside work, intense heat, etc.).

APPENDIX I

(For flannel board display)

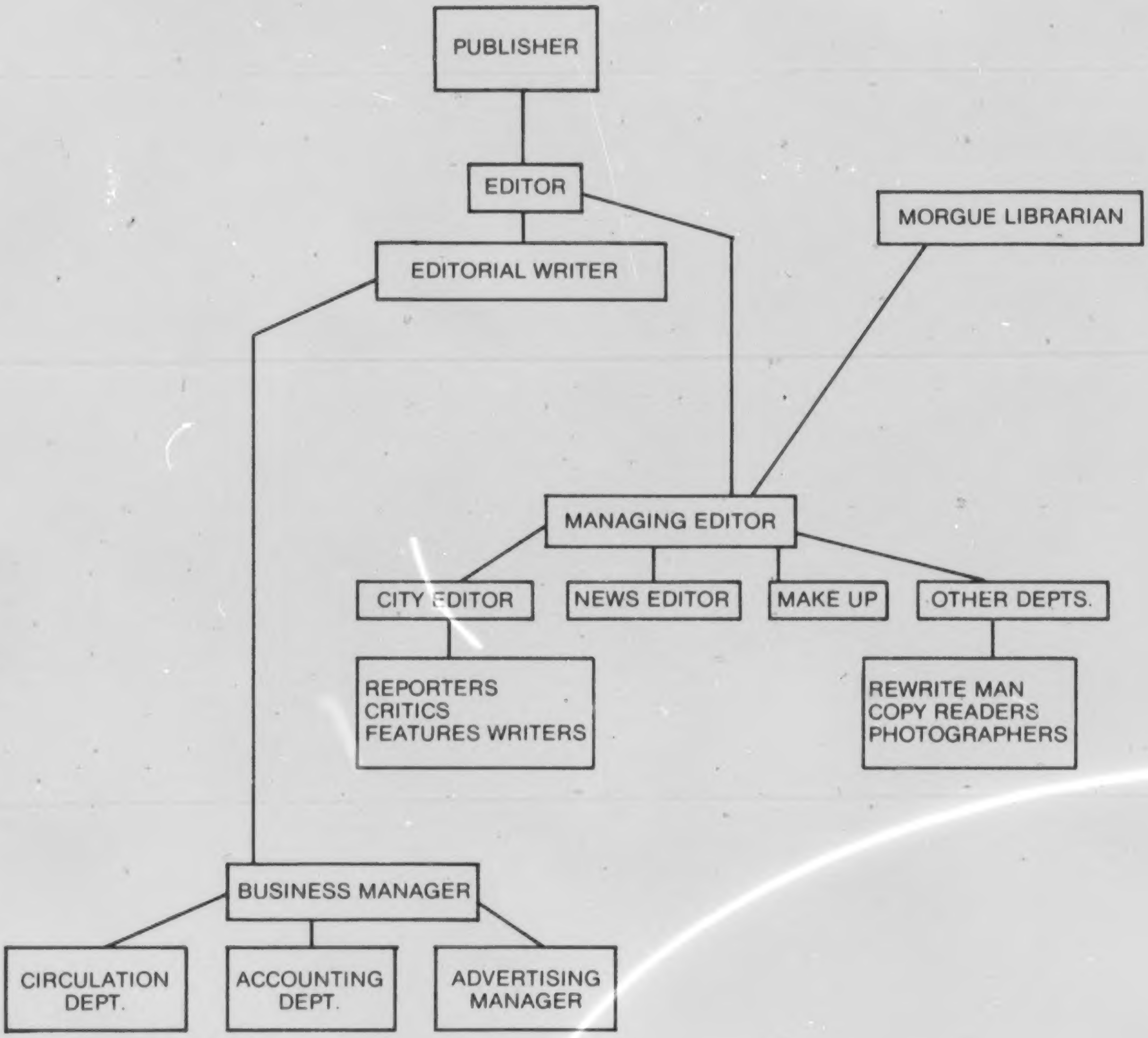
SCHOOL PAPER OR SMALL PAPER


Faculty Adviser
Editor
Business Manager
Advertising Manager
Associate Editors
Other Editors
Sports
Art
Exchange

APPENDIX II

CITY PAPER

(For Flannel Board Display)


PUBLISHER
EDITOR
EDITORIAL WRITER
MORGUE LIBRARIAN
MANAGING EDITOR
CITY EDITOR
NEWS EDITOR
MAKE UP
OTHER DEPTS.
REPORTERS
CRITICS
FEATURES WRITERS
REWRITE MAN
COPY READERS
PHOTOGRAPHERS
BUSINESS MANAGER
CIRCULATION DEPT.
ACCOUNTING DEPT.
ADVERTISING MANAGER

APPENDIX III

QUESTIONS
(By Departments)

NEWSROOM:
1. What are the duties of reporters, proofreaders, and editors?
2. How do the UPI machines work?
3. What are the qualifications of workers?
4. Why are there mistakes in the paper since you have proofreaders?
5. Who decides which articles go on what page?

ADVERTISING:
1. What are the duties of a salesman?
2. Are salesmen on commission?
3. What kinds of decisions are involved in laying out ads?

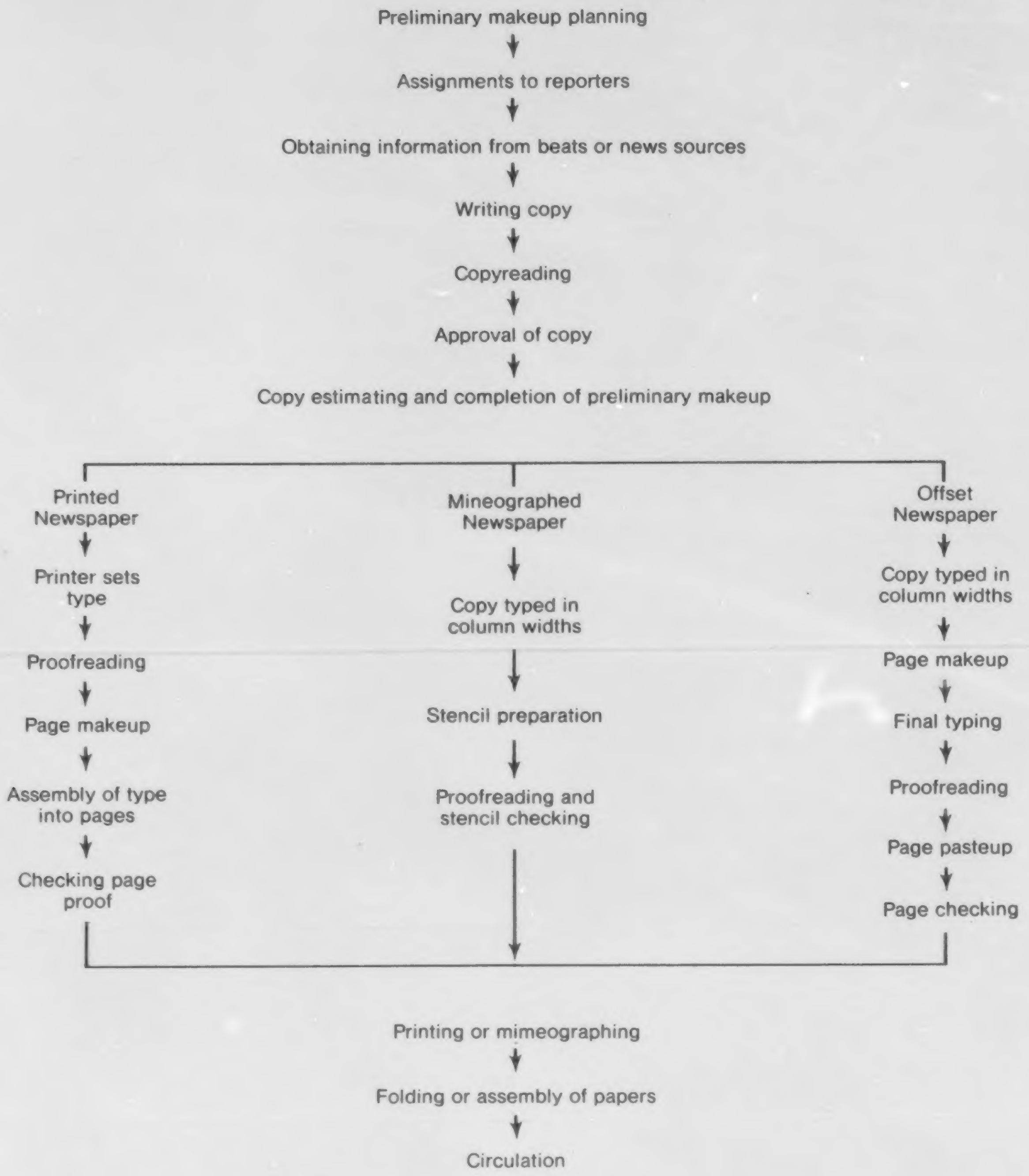
COMPOSING ROOM:
1. What is the difference between the old and new systems?
2. What advantages and disadvantages does the new system offer?
3. Would you explain the apprenticeship program?
4. What are the chances for advancement?

PRESS ROOM:
1. What training is required for a press operator?
2. What mechanics are involved in operating the press?
3. What are the advantages and disadvantages of the job?

*Questions to ask all resource persons:
1. What are the educational requirements of your work?
2. What do you like about your work?
3. What do you dislike about your work?
4. How are leisure activities related to your work?
5. What kind of prior work experience is necessary or helpful for the job you hold?
6. Gives examples of how you use school subjects in your work.
7. If you could start over, would you pursue the same career? (If not, what?)

APPENDIX IV

MAIN STEPS IN NEWSPAPER PUBLICATION


Preliminary makeup planning
Assignments to reporters
Obtaining information from beats or news sources
Writing copy
Copyreading
Approval of copy
Copy estimating and completion of preliminary makeup
Printed Newspaper
Printer sets type
Proofreading
Page makeup
Assembly of type into pages
Checking page proof
Mineographed Newspaper
Copy typed in column widths
Stencil preparation
Proofreading and stencil checking
Offset Newspaper
Copy typed in column widths
Page makeup
Final typing
Proofreading
Page pasteup
Page checking
Printing or mimeographing
Folding or assembly of papers
Circulation

PEOPLE WHO WORK IN CONSTRUCTION

A
Career Education Unit
for
Junior High Level
(Seventh-Ninth)

Correlated
with
Mathematics

INTRODUCTION

This career education resource unit was prepared for use in the junior high grades. It is concerned with the many jobs involving building construction. Some of the workers students will encounter are architects, draftsmen, masons, carpenters, electricians, plumbers, and pipefitters. These people are needed to complete a building project.

The purpose of this unit is to help young people develop an appreciation for the worth and dignity of all types of work. It is hoped that they will gain a broad understanding of the relationships that exist among self, education, and work.

Methods to be incorporated while carrying out this unit are role playing, multi media, research activities, interviews, and actually experiencing a job.

The intent of this unit is to help students become aware of the world of work associated with building construction. Teachers will select the activities appropriate to the level of students they teach and may want to develop the modules more fully to be more compatible with the interests and abilities of their students.

BUILDING OCCUPATIONS

Module No. 1 Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the structure and methods of classifying occupations and recognize sources of information and experience.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the roles that exist in the field of construction.

III. TEACHER PREPARATION:

A. *Teacher Notes*

In the building trades, there are many different types of jobs that require mathematical and related skills.

B. *Materials and Equipment*

1. Discussion questions to stimulate interest
2. Films in the area of service occupations or planning to build a house ("Construction," "Building Trades and House Builder.")
3. City inspector to visit class
4. Contractor to visit class

IV. LEARNING ACTIVITIES:

A. Student—teacher discussion of jobs associated with building construction. 1) Architect; 2) Draftsman; 3) Mason; 4) Carpenter; 5) Electrician; 6) Plumber; 7) Roofers or Tinners.

B. Prepare a list of jobs associated with building a house.

C. Using the yellow pages of the telephone book, the students will add to this list.

D. Using the newspaper, students will list five of these jobs that are available that would interest them (or five companies that they would like to work for).

E. Student—teacher discussion on the duties of these occupations and how they would compare 1) level of occupation; 2) responsibility; 3) life style; 4) education and skills necessary.

F. Students will view films and discuss worker roles, life styles, etc.

V. EVALUATION:

A. Subjective evaluation of student participation in discussion.

B. Completeness of job list will be observed.

C. Each student will list two occupations he/she would choose for a career and explain why in terms of: 1) Level; 2) Responsibility; 3) Life style; and 4) Education and Skills.

VI. RESOURCES:

A. *Films*

1. "Construction," Mini Productions Inc.—192 Hyeholde Dr., Coraopolis, Pa. 15108. (RESA V Career Education Project #103).
2. "Building Trades and House Builders," Universal City Studios, Inc., 221 Park Ave. S., New York, N.Y. 10003. (RESA V Career Education Project #203).

B. *Newspapers*

C. *Resource People*

1. Contractor
2. Building inspector

RESPONSIBILITY OF BUILDERS

Module No. 2 Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Display an awareness of the value of work in a psychological sense as it relates to his/her needs.

III. TEACHER PREPARATION:

A. *Teacher Notes*

There are many job titles in construction which are not well-known but necessary for the completion of a structure. The teacher should plan a role play situation to include students in the role of a worker and some of the problems he/she would encounter.

B. *Materials and Equipment (Optional)*

1. Carpenter's level
2. Carpenter's square
3. Hammer & nails
4. Pieces of lumber
5. Any other tools used in the building trades

IV. LEARNING ACTIVITIES:

A. Students will discuss the relationship and interdependence of jobs related to building a house.

B. Role Play Situation: Assign each member of the class an occupation. Let one person be the contractor who is going to sub-contract the building of the house. Introduce the problems of (loans and money, weather, time limits, strikes or sicknesses, accidents, inspection, utilities, etc.) Show how people working together can easily overcome these problems.

C. Discuss the following topics:

1. The interdependence of jobs.
2. The importance of doing a job right.

V. EVALUATION:

A. Student participation in role playing

B. Solving simple mathematical problems involving the business of house building.

C. Test covering questions of proper techniques of notifying people in cases of sickness, bad weather, no materials, etc.

VI. RESOURCES:

A. *Books*

1. *Careers In Mathematics: Industry and The Trades*, Houghton Mifflin Company, 2 Park Street, Boston, Mass. 02107 (RESA V Career Education Project #213)
2. *Succeeding In The World Of Work*, McKnight Publishing Company, Bloomington, Ill. 61701 (RESA V Career Education Project #105).

B. *Pamphlets*

"Jobs In Building Construction Trades", SRA Job Family Series, Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611. (RESA V Career Education Project #151.)

SURVEY OF PERSONAL INTERESTS

Module No. 3 Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Appraise one's interests, beliefs, attitudes, values, needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Demonstrate knowledge of himself/herself, i.e. abilities, skills, and limitations, and relate the knowledge to work and his/her career or future career.

III. TEACHER PREPARATION:

A. *Teacher Notes*

One can appraise his/her interests, beliefs, attitudes values, needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations in the building trades according to a career profile analysis sheet.

B. *Materials and Equipment*

1. Survey questionnaires—Appendix I
2. Value appraisal scale evaluation and score sheets—Appendix II and Appendix III
3. Hobby, Interest, and Activity Evaluation Sheets—Appendix IV
4. Career Profile Analysis Sheets—Appendix V

IV. LEARNING ACTIVITIES:

A. Students will each complete two survey questionnaires: 1) Present 2) Future

B. Students will each take a Values Appraisal scale evaluation. They will then score and chart the results.

C. Students will each fill out a hobby, interest, and activity evaluation.

D. With all of the previous information, the students will complete a career profile analysis of themselves.

E. Each student will complete a resume of himself.

V. EVALUATION:

A. Participation and completion of the activities listed.

VI. RESOURCES:

See Appendix I to V.

NOTE TAKING AND INTERVIEWING SKILLS

Module No. 4 Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Recognize the relationship between life styles and the dictates of the work situation, e.g., financial, hours of work, geographical location, physical and mental requirements, etc.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Analyze jobs pertaining to his/her areas of interests.

III. TEACHER PREPARATION:

A. *Teacher Notes*

One should always take into consideration the amount of pay, distance to work, and the physical and mental requirements when choosing a career.

B. *Materials and Equipment*

1. Career Consultation Guide—Appendix VI
2. Researching Potential Careers—Appendix VII

IV. LEARNING ACTIVITIES:

A. Each student will listen to the explanation of the interview list.

B. Each student will take notes on the interview list explaining each point while it is being explained by the teacher through the job break-down example.

C. Each student will then arrange an interview with a person in the field or area of his choice, interview that person, and record the results of the interview on that list.

Questions to ask resource person:

1. What are the educational requirements of the above work?
2. What do you like about your work?
3. What do you dislike about your work?
4. How are leisure activities related to your work?
5. What kind of prior work experience is necessary or helpful for the job you hold?
6. Give examples of how you use school subjects in your work.
7. If you could start over, would you pursue the same career? (If not, what?)

D. Each student will then tell the class of the above experience.

E. Each student will analyze this interview information according to his/her career profile analysis.

V. EVALUATION:

A. Participation during the presentation of the Job breakdown example.

B. The detail and completeness of their presentation and interview list.

VI. RESOURCES:

A. Resource people for interview situations.

B. Appendix VI and VII.

STUDENT SELF—EVALUATION

Module No. 5 Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Accept with confidence and security his/her traits while weighing inhibiting and facilitating factors in terms of tentative plans for the present and future.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe self as an entity both physical and psychological that is unique and of value to himself/herself and society.

III. TEACHER PREPARATION:

A. *Teacher Notes*

When choosing a job in construction, one should be sure that the rewards outweigh the dislikes of a job.

B. *Materials and Equipment*

1. Have a complete list of characteristics an employer looks for with a good description of each one—Appendix VIII
2. Evaluation charts for each student—Appendix IX
3. Employee Expectation List—Appendix X

IV. LEARNING ACTIVITIES:

A. Students will be presented a problem to solve. What characteristics would you look for if you were going to hire that person? Good or Bad?

B. Students will list these characteristics.

C. The class will then discuss these characteristics in detail.

D. The class will form a chart based on these characteristics.

E. Each student will evaluate himself in terms of the characteristics.

F. The teacher will then evaluate the student on the same chart.

G. Each student will then have an individual conference with the teacher on this chart and how to improve in these areas.

V. EVALUATION:

A. Student participation in discussion.

B. Characteristics list from each student.

C. Teacher must be very objective when evaluating student characteristics in order to properly help the student realize weak points so he can improve upon them. (Tactfulness must be used or this evaluation will be of no help to the student.)

VI. RESOURCES:

Appendix VIII to X.

RESEARCHING STUDY PROGRAMS

Module No. 6 Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand ways in which subject content is functional within and outside the classroom in the career world.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Demonstrate through planning that he/she accepts continuing education as something relevant to him/her.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Concepts learned in the classroom should be related to a particular aspect of jobs in construction.

B. *Materials and Equipment*

Teacher will have information on the different schools in the immediate area. For example, area vocational schools.

IV. LEARNING ACTIVITIES:

A. Students will design their educational needs for the area of their choice by using the Career Profile Analysis, and their Career Consultation Guide. (Appendices V & VI)

B. Students will write letters to the Vocational Schools or College of their choices asking for applications for admission and for descriptions of the school.

V. EVALUATION:

A. Students will be evaluated on the program they design.

B. Students will be evaluated on the amount of research accomplished to design the educational plan of their choice.

VI. RESOURCES:

A. Appendix V & VI.

B. Addresses of several vocational schools and colleges in the local area.

TERMS, TOOLS, AND TECHNIQUES OF THE MASONRY TRADE

Module No. 7 Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying degrees of positive and negative traits and as respected individuals who contribute to the welfare of others.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Display the skills, attitudes, and work habits necessary to select, prepare for, enter, and maintain a work role.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Problems discussed in the classroom should emphasize correlation between the physical and mental requirements of the masonry trade. *Example:* Laying bricks and blocks requires comprehension of mathematical principles and manual dexterity.

B. *Materials and Equipment*

1. Employer Survey
2. Tools of the masonry trade

IV. LEARNING ACTIVITIES:

A. Students will learn the terminology of the masonry trades.

B. Students will learn the tools of the masonry trades by using them in simulated work projects.

C. Students will learn proper techniques of:

- a. Mixing mortar
- b. Laying blocks
  - 1. 8" x 12"
  - 2. Corners
  - 3. Pilasters
  - 4. Lintels, doors, and windows
- c. Laying brick
- d. Care of tools
- e. Using levels

D. Students will apply for, be interviewed, accepted, and join the work force in the area of masonry.

V. EVALUATION:

A. Written and skills tests in masonry problems.

B. Objective evaluation of attitudes and habits.

C. Students accomplishmemt in finding, getting, and keeping a job.

VI. RESOURCES:

A. *Kits*

The World of Construction, McKnight Publishing Company, Bloomington, Ill. 61701 (RESA V Career Education Project #126).

B. Resource Person

Bricklayer

APPENDIX I

First Choice	Second Choice	
________	________	People
________	________	People & Things
________	________	People, Things, & Ideas
________	________	Things
________	________	Things & Ideas
________	________	Ideas

My reason for these choices are:

APPENDIX II

VALUES APPRAISAL SCALE

This scale provides a brief, simple means of appraising your values. Many schools have more comprehensive values inventories available through the counseling office.

You will read 100 statements indicative of 10 defined values.
If a statement is definitely true, circle the 10.
If a statement is mostly true, circle the 7.
If you are undecided whether a statement is true or false, circle the 5.
If a statement is mostly false, circle the 3.
If a statement is definitely false, circle the 0.

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
1. I have a regular physical checkup by my doctor every year.	10	7	5	3	0
2. I will regularly take my children to church services.	10	7	5	3	0
3. I enjoy attending musical concerts.	10	7	5	3	0
4. It is important to me to have a lot of friends.	10	7	5	3	0
5. I donate to charities that I feel are worthwhile.	10	7	5	3	0
6. I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7. I would like to have enough money to retire by the time I am 50.	10	7	5	3	0
8. I would rather spend an evening at home with my family than out with friends.	10	7	5	3	0
9. I enjoy making decisions which involve other people.	10	7	5	3	0
10. If I had the talent, I would like to write songs.	10	7	5	3	0
11. I have a close relationship with either my mother or father.	10	7	5	3	0
12. I have taught a Sunday School class or otherwise taken an active part in my church.	10	7	5	3	0
13. I am willing to spend time helping another student who is having difficulty with his studies.	10	7	5	3	0
14. Even at the same salary, I would rather be boss than just another worker.	10	7	5	3	0
15. I have a special appreciation for beautiful things.	10	7	5	3	0
16. If I had the talent, I would like to appear regularly on television.	10	7	5	3	0
17. I would like to counsel people and help them with their problems.	10	7	5	3	0
18. I would enjoy associating with movie stars and other celebrities.	10	7	5	3	0
19. I have a regular dental checkup at least once a year.	10	7	5	3	0
20. I enjoy writing short stories.	10	7	5	3	0
21. I would rather spend a summer working to earn money then to go on a paid vacation.	10	7	5	3	0
22. I like to attend parties.	10	7	5	3	0
23. I think it would be fun to write a play for television.	10	7	5	3	0
24. I believe in a God who answers prayer.	10	7	5	3	0
25. I prefer being an officer rather than just a club member.	10	7	5	3	0
26. I would spend my last $100 for needed dental work rather than for a week's vacation in my favorite resort.	10	7	5	3	0
27. I enjoy giving presents to members of my family.	10	7	5	3	0
28. If I were a teacher, I would rather teach poetry than mathematics.	10	7	5	3	0
29. I often daydream about things that I would like to have if I had the money.	10	7	5	3	0
30. I enjoy giving parties.	10	7	5	3	0

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
31. I am willing to write letters for old or sick people.	10	7	5	3	0
32. It would be very satisfying to act in movies or television.	10	7	5	3	0
33. When I am ill, I usually see or call a doctor.	10	7	5	3	0
34. I believe that tithing (giving 1/10 of one's earnings to the church) is one's duty to God.	10	7	5	3	0
35. I enjoy taking part in the discussion at the family dinner table.	10	7	5	3	0
36. I enjoy visiting art museums.	10	7	5	3	0
37. I like to write poetry.	10	7	5	3	0
38. I like to be around other people most of the time.	10	7	5	3	0
39. When with a friend, I like to be the one who decides what we will do or where we will go.	10	7	5	3	0
40. Someday I would like to live in a large, expensive house.	10	7	5	3	0
41. I pray to God about my problems.	10	7	5	3	0
42. If I knew a family which had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43. I like to spend holidays with my family.	10	7	5	3	0
44. I like to see my name in print (newspapers).	10	7	5	3	0
45. I would rather take a class in freehand drawing than a class in mathematics.	10	7	5	3	0
46. I do not like to spend an entire evening alone.	10	7	5	3	0
47. If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0
48. I have expensive taste.	10	7	5	3	0
49. I can tell the difference between a really fine painting or drawing and an ordinary one.	10	7	5	3	0
50. If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0
51. I have several very close friends.	10	7	5	3	0
52. I expect to provide music lessons for my children.	10	7	5	3	0
53. It is important that grace be said before meals.	10	7	5	3	0
54. I sometimes miss sleep to visit with late company.	10	7	5	3	0
55. I usually get at least 8 hours' sleep each night.	10	7	5	3	0
56. I like to design things.	10	7	5	3	0
57. I would like to be looked up to for my accomplishments.	10	7	5	3	0
58. I would feel a sense of satisfaction from nursing a sick person back to health.	10	7	5	3	0
59. I care what my parents think about the things I do.	10	7	5	3	0
60. I daydream about making a lot of money.	10	7	5	3	0
61. I like to be the chairman at meetings.	10	7	5	3	0
62. It is thrilling to come up with an original idea and put it to use.	10	7	5	3	0
63. I believe there is a life after death.	10	7	5	3	0
64. I would welcome a person of another race as a neighbor.	10	7	5	3	0
65. If I were in the television field, I would rather be an actor than a script writer.	10	7	5	3	0
66. I enjoy decorating my room at home.	10	7	5	3	0
67. I enjoy a picnic with my family.	10	7	5	3	0
68. As an adult, I want to earn a much higher salary than the average worker.	10	7	5	3	0
69. I am careful to eat a balanced diet each day.	10	7	5	3	0

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
70. I often influence other students concerning the classes in which they enroll.	10	7	5	3	0
71. I would like to be written up in *Who's Who.*	10	7	5	3	0
72. I read the Bible or other religious writings regularly.	10	7	5	3	0
73. If I were in the clothing industry, I would enjoy creating new styles.	10	7	5	3	0
74. I look forward to an evening out with a group of friends.	10	7	5	3	0
75. When I am with a group of people, I like to be the one "in charge."	10	7	5	3	0
76. I dislike being financially dependent on others.	10	7	5	3	0
77. When a friend is in trouble, I feel that I must comfort him.	10	7	5	3	0
78. I love my parents.	10	7	5	3	0
79. I never skip meals.	10	7	5	3	0
80. I have a collection of phonograph records.	10	7	5	3	0
81. I have a particular friend with whom I discuss my personal problems.	10	7	5	3	0
82. I believe that God created man in his own image.	10	7	5	3	0
83. I enjoy buying clothes for members of my family.	10	7	5	3	0
84. I enjoy having people recognize me wherever I may be.	10	7	5	3	0
85. I like planning activities for others.	10	7	5	3	0
86. I do not smoke.	10	7	5	3	0
87. I feel good when I do things which help others.	10	7	5	3	0
88. Someday, I would like to write a novel.	10	7	5	3	0
89. I would put up with undesirable living conditions in order to work at a job that paid extremely well.	10	7	5	3	0
90. I belong to several clubs and organizations.	10	7	5	3	0
91. If I ask God for forgiveness, my sins are forgiven.	10	7	5	3	0
92. I would enjoy having my picture in the school yearbook more than it has been in the past.	10	7	5	3	0
93. I often organize group activities.	10	7	5	3	0
94. When I see a newly constructed building, I consider its beauty as much as its practical use.	10	7	5	3	0
95. I respect my mother and father.	10	7	5	3	0
96. I like to design or make things that have not been made before.	10	7	5	3	0
97. Some of the hobbies I would like to engage in are quite expensive.	10	7	5	3	0
98. I enjoy classical music.	10	7	5	3	0
99. I would never use potentially harmful drugs because of what it might do to my body.	10	7	5	3	0
100. I am kind to animals.	10	7	5	3	0

APPENDIX III

SCORING YOUR VALUES APPRAISAL SCALE

For each of the 10 values, record the answer marked with a circle for the statements indicated.

FAME Statement #	**MONEY** Statement #	**POWER** Statement #	**RELIGION** Statement #	**HUMANISM** Statement #
6 ______	7 ______	9 ______	2 ______	5 ______
16 ______	21 ______	14 ______	12 ______	13 ______
18 ______	29 ______	25 ______	24 ______	17 ______
32 ______	40 ______	39 ______	34 ______	31 ______
44 ______	48 ______	47 ______	41 ______	42 ______
57 ______	60 ______	61 ______	53 ______	58 ______
65 ______	68 ______	70 ______	63 ______	64 ______
71 ______	76 ______	75 ______	72 ______	77 ______
84 ______	89 ______	85 ______	82 ______	87 ______
92 ______	97 ______	93 ______	91 ______	100 ______
Total ______	Total ______	Total ______	Total ______	Total ______

FAMILY Statement #	**HEALTH** Statement #	**AESTHETIC** Statement #	**CREATIVE** Statement #	**SOCIAL** Statement #
8 ______	1 ______	3 ______	10 ______	4 ______
11 ______	19 ______	15 ______	20 ______	22 ______
27 ______	26 ______	28 ______	23 ______	30 ______
35 ______	33 ______	36 ______	37 ______	38 ______
43 ______	50 ______	49 ______	45 ______	46 ______
59 ______	55 ______	52 ______	56 ______	51 ______
67 ______	69 ______	66 ______	62 ______	54 ______
78 ______	79 ______	80 ______	73 ______	74 ______
83 ______	86 ______	94 ______	88 ______	81 ______
95 ______	99 ______	98 ______	96 ______	90 ______
Total ______	Total ______	Total ______	Total ______	Total ______

APPENDIX IV

HOBBY INTERESTS EVALUATION

In the list of hobby activities which appears below:
Write the number 5 in front of the activity if it is extremely interesting to you;
Write the number 4 if it is very interesting to you;
Write the number 3 if it is fairly interesting to you;
Write the number 2 if it is slightly interesting to you;
Write the number 0 if it is not interesting to you at all.

______ Art
______ Attending Athletic Events
______ Ballets and Operas
______ Bowling
______ Bridge
______ Camping
______ Dancing
______ Fishing
______ Golf
______ Music
______ Parties
______ Photography
______ Picnics
______ Ping Pong

______ Plays or Concerts
______ Political Activity
______ Sailing
______ Skiing
______ Sports Cars
______ Square Dancing
______ Swimming
______ Tennis
______ Travel (Foreign)
______ Travel (USA)
______ Volleyball
______ Water Skiing
______ ____________________
______ ____________________

From the hobby interests which you rated very interested or extremely interesting, which are your favorites?

First Choice ____

Second Choice ____

Third Choice ____

Fourth Choice ____

J-4.16

APPENDIX V

CAREER PROFILE ANALYSIS

Career Profile of (your name)____

VALUES

My top 4 values on the Values Analysis Scale are:

1. ______________________ 3. ______________________

2. ______________________ 4. ______________________

INTERESTS

My main hobby interests are:

1. ______________________ 3. ______________________

2. ______________________ 4. ______________________

I would prefer to work with: (Check your choices)

☐ people ☐ people, things & ideas

☐ people & things ☐ things

☐ people & ideas ☐ ideas ☐ things & ideas

My favorite classes in school have been:

1. ______________________ 3. ______________________

2. ______________________ 4. ______________________

SCHOLARSHIP

My overall grade average in school is: ______________. My grade average in the classes which most interest me is______________.

PERSONALITY

My personality is basically:

☐ Outgoing ☐ Moderately outgoing ☐ Not outgoing

The strong points in my personality (from the personality rating) are:

1. ______________________ 3. ______________________

2. ______________________ 4. ______________________

The weak points in my personality (from the personality rating) are:

1. ______________________ 3. ______________________

2. ______________________ 4. ______________________

PERSONAL GOALS

The following items represent major decisions young adults make. Some of these may not apply to you. Each

Appendix V Cont.

item represents a decision that demands a certain short- or long-term commitment of responsibility. Study these carefully and decide the order in which you plan to accomplish these as related to your personal goals (or values). Write 1 in the box before the first goal you hope to achieve, 2 in the box before the second goal you hope to achieve, and so on. (For instance, you may decide to go into the Army, buy a car, and then continue your education, etc.)

☐ Go to Work
☐ Marriage
☐ Leave Home
☐ Buy a Car
☐ Buy a Home
☐ Buy Furniture
☐ Continue Education
☐ Military Service
☐ (if applies)

EDUCATION AND TRAINING

Considering my need to earn money on a full-time job, I am willing to delay my entry on a full-time job until I can complete the following amount of education: ____________________

____

My parents would like me to complete the following amount of education: ____________________

____

DUTIES AND RESPONSIBILITIES

Briefly describe the duties and responsibilities of the career you have selected: ____________________

____

____

____

____

____

____

Are the duties and responsibilities that I have described compatible with my values? ____________________

Would this work be interesting to me? ____________________

Have I the aptitude to learn to do this work well? ____________________

____

WORKING CONDITIONS

Briefly describe the working conditions typical of this career: ____________________

____

____

____

____

____

____

Appendix V Cont.

Are these conditions of work compatible with my values? ______________________________

Are these conditions of work compatible with my personality? ____________________________

Is this the kind of work I will be able to continue doing until I am 65? ________________________

CURRENT AND ANTICIPATED NEEDS

Is it likely that there will be a need for a large number of workers in this career near where I live? __________

Is it likely that there will be a need for a large number of workers in this career elsewhere? __________

Am I willing to move to another locality in order to pursue this career? __________

SALARY RANGE

The salary range (from beginning salary to what the highest-paid workers in this career earn) is: __________

Would this salary be adequate to live as I want to live for the rest of my life? __________ Are there special benefits, other than salary, which appeal to me in this career? __________

If so, what are they?

____

____

____

____

EDUCATION AND TRAINING REQUIREMENTS

Of the educational and training requirements for this career, which have I already completed?

____

Which requirements must I complete before I can enter this career?

____

What other requirements must I complete in order to advance in this career?

____

Considering my grades in and attendance in school, are these educational and training requirements realistic for me? __________ Will I be able to afford the cost of this education and training? __________

DECISION

I feel that this career is a good choice for me. ☐ Yes ☐ No. If it is a good choice, my plans for fulfilling the educational and training requirements for this career are:

____

____

____

Appendix V Cont.

If it is not a good, I would like to learn more about these other careers:

APPENDIX VI

CAREER CONSULTATION GUIDE

Date and Time of Appointment

Consultant's Name

Career Field

Address

Telephone

NOTE: Be prepared to explain the reason for your call to the switchboard operator or secretary and to explain that this is an assignment from your teacher.

Questions to be Answered

I. Environment

A. Is this work usually done indoors or outdoors?

B. Is this work usually done when sitting at a desk or table, while standing, or on the move?

C. What is the level of noise in the work area?

II. Duties and Responsibilities

List several normal job duties and responsibilities.

III. Conditions of Work

A. What are the normal hours of work?

B. Is the work dangerous?

If so, in what ways is it dangerous?

IV. Salary

A. What is the beginning salary for a person in this career?

B. How much does the average person earn after 5 years in this career?

Appendix VI Cont.

C. How much do the best people earn after 10 years in this career? ______________________________
____

V. Opportunities

A. What is the present need for workers in this career?

(1) Locally: ______________________________

(2) In this state: ______________________________

(3) In the U.S.: ______________________________

B. Are these needs likely to increase or decrease during the next 3 to 5 years? __________

VI. Preparation

A. What are the educational and training requirements for entry into this career?

____
____
____

B. Where can these requirements be met?

____
____

C. What is the estimated cost of acquiring this education and training?

____
____

VII. Other Comments on This Career

____
____

APPENDIX VII

ACTIVITY

RESEARCHING POTENTIAL CAREERS

Select two careers which interest you and describe (1) the duties and responsibilities; (2) working conditions; (3) the salary range; (4) the present and expected future needs in these careers locally, in your state, and in the nation; and (5) the educational and training requirements to enter and progress in these careers. (Sources for this information include interviews with those presently working in the career fields you select, the *Dictionary of Occupational Titles*, the *Occupational Outlook Handbook*, bulletins from your state employment service, and various library references.)

I. The name of the first career field I am researching is:

1. The duties and responsibilities include:

2. Working Conditions:

   a. Normal hours of work are: ____________________

   b. Personal safety of workers (list any possible dangerous conditions):

   c. Describe the typical work environment by indicating: (1) whether the work is mainly done indoors or outdoors, (2) if indoor facilities are usually air conditioned and heated, (3) whether the work is performed while standing or sitting, (4) if surroundings are pleasant and attractive, and (5) if the noise level is unpleasant:

Appendix VII Cont.

3. The salary range (from beginning salary to what the highest-paid workers in this career earn): ______________

4. Present and expected future needs for workers in this career:
   a. The need for workers in this career now are—
      (1) Locally ______________
      (2) Statewide ______________
      (3) Nationally ______________
   b. The expected future need for workers in this career are:
      (1) Locally ______________
      (2) Statewide ______________
      (3) Nationally ______________

5. The educational and training requirements to enter and progress in this career are:
____
____

6. Where can YOU acquire the education and training required for this career?
____

7. What is the estimated cost of acquiring this education and training?
____

8. Will you be able to afford the expense of this education and training?
   How?
____

9. What things especially appeal to you about this career?
____
____
____
____
____
____

10. What is there about this career that you think you might not like?
____
____
____
____

Appendix VII Cont.

11. List your sources of information about this career:

APPENDIX VIII

WHAT YOUR EMPLOYER MAY EXPECT

Assume the role of an employer. Some of your employees are not living up to your expectations. So that they will understand why you expect of them the nine items listed below, write out your reasons for these expectations in the form of a memorandum to all employees:

MEMORANDUM

To: All employees Date: ____________________

From: ____________________

Subject: Rationale for employee behavior

The management not only wants its employees to know what is expected of them, but also why these things are expected. An explanation of the reasons for each expectation follows:

1. Cooperation: ____________________

____

____

____

2. Honesty: ____________________

____

____

____

3. Initiative: ____________________

____

____

____

4. Willingness to Learn: ____________________

____

____

____

Appendix VIII Cont.

5. Willingness to Follow Directions:

6. Dependability:

7. Enthusiasm:

8. Acceptance of Criticism:

9. Loyalty:

J-4.27

APPENDIX IX

NAME ______________________________ DATE ______________________
Last First

STUDENT CHARACTERISTICS EVALUATION

Teacher Evaluation						Student Evaluation				
Very Good	**Good**	**Average**	**Below Aver.**	**Poor**	PERSONAL APPEARANCE	**Very Good**	**Good**	**Average**	**Below Aver.**	**Poor**
					Dress					
					Personal Etiquette					
					Comments beards, sideburns, hair cleanliness					
					CHARACTER					
					Pride in work					
					Humbleness as a helper					
					Aggressive					
					Observant					
					Personal Judgment					
					Ambition					
					Responsible Driver					
					Comments discipline dependability					
					PERSONAL ATTITUDES					
					Safety Mindedness					
					Confidence					
					Desire to Learn					
					Desire to Work					
					Honest					
					Organized					
					Comments					

Appendix IX Cont.

Teacher Evaluation						Student Evaluation				
Very Good	**Good**	**Average**	**Below Aver.**	**Poor**	PERSONALITY	**Very Good**	**Good**	**Average**	**Below Aver.**	**Poor**
					Sense of Humor					
					Consideration of Others					
					Consideration of Tools					
					Consideration of Materials					
					Tactfulness					
					Respect of Superiors					
					Comments					

J-4.29

APPENDIX X

WHAT YOU, THE EMPLOYEE, MAY EXPECT

Why do you, as an employee, expect each of the following of your employer?

1. Regular Payment and on Time:

2. Safe Working Conditions:

3. Training for New Job Functions:

4. Introductions to Co-Workers:

5. Explanations of Rules and Regulations:

Aritcle X Cont.

6. Explanations of Changes in Duties:

7. Evaluation of Your Work:

8. Discipline If You Break the Rules:

9. Honesty:

Senior High Career Education Teaching Modules

Page No.

Job Seeking Skills 168 through 175

Introduction 169
Module No. 1—Planning 170
Module No. 2—Letters 171
Module No. 3—Application Forms 172
Module No. 4—Resume 173
Module No. 5—Interviewing 174
Module No. 6—The Future 175

People Who Work In Recreation 176 through 182

Introduction 177
Module No. 1—Development of Interest and Awareness 178
Module No. 2—Development of Self Concept 179
Module No. 3—Development of Classifying Occupations 180
Module No. 4—Development of Interpersonal Interaction 181
Module No. 5—Development of Future Concepts 182

People Who Work In Computer Science 183 through 189

Introduction 184
Module No. 1—Development of Interest and Awareness 185
Module No. 2—Development of Self Concepts 186
Module No. 3—Development of Classifying Occupations and Research 187
Module No. 4—Development of Interpersonal Interaction 188
Module No. 5—Development of Future Concepts 189

People In Public Service 190 through 196

Introduction 191
Module No. 1—Development of Interest and Awareness 192
Module No. 2—Development of Self Concept 193
Module No. 3—Development of Classifying Occupations and Research 194
Module No. 4—Development of Interpersonal Interaction 195
Module No. 5—Development of Future Job Concepts 196

A Group Guidance Unit In Career Education With Emphasis Upon Self Awareness Especially Prepared For Secondary Students Pages 197 through 220

Introduction 198
Module No. 1—Establishing Guidelines For Group Process 199
Module No. 2—Dignity and Worth of Others 204
Module No. 3—The Value of Different Occupations 207
Module No. 4—Classifying Occupations 209
Module No. 5—Comparison of Interests and Abilities To Careers 214

JOB SEEKING SKILLS

A
Career Education Unit
for
High School Level
(Tenth-Twelfth)

Correlated
with
Language Arts

INTRODUCTION

This unit includes goals and performance objectives for career education; however, specific goals and objectives relating to the Language Arts field are inherent. For example, as a Language Arts teacher, one objective to be achieved would be to learn how to do a correct outline. In using the learning activities listed, the student will not only learn about personal career choices but will also learn specific phases of English. The students will be involved with discussions, readings, oral reports, listening, and role playing. Above all, the whole idea of language is exhibited here—communication. The students practice communication in all the activities mentioned, but most of all they become aware of their job or career as one of the most valuable forms of communication for themselves. Hopefully, they will realize the advantages and material gains that can be made through work and in turn gain respect for a job.

This unit contains the following modules:

1. Planning
2. Letters
3. Applications
4. Resume
5. Interviewing
6. The Future

PLANNING

Module No. 1 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Identify the various job opportunities that are available to meet personal needs.
B. Value all forms of work in terms of its contribution to the welfare of the individual and society.
C. Understand the value of resource materials for the purpose of decision making.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to

A. Describe occupational areas of interest and possible careers in these areas.
B. Choose resource materials necessary for the study of a career.
C. Relate education, previous job experience, school activities, personal data, and other necessary information to potential careers.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Before a student can choose a career, he/she must first appraise himself/herself in relationship to the kind of job in which he/she would best be suited. Because students often choose a career without an awareness of the different choices available to them, the teacher should acquaint the student with a variety of job opportunities. Students should also develop an appreciation of work and what it can do for the individual and society.

B. *Materials and Equipment*

1. Film and Projector
2. Arrangements for use of library and availability of material
3. Handout sheets for each student on procedures of correct outlining

IV. LEARNING ACTIVITIES:

A. Points of discussion should include how each student is benefited economically, physically, and intrinsically.
B. View the film "Jobs, You and Your Attitudes".
C. Discuss likes and dislikes of some of the possible careers indicated by the film. The student's personal satisfaction and fulfillment should be considered. His hobbies may be a source to draw upon for his job choice.
D. Discuss the value of the various careers indicated and their worth to the community or public. Allow students to freely voice their opinions on the value of certain careers and why they feel the careers are important to the public.
E. Discuss procedures of finding, investigating, and interviewing for a job.
F. Visit the library to pursue and scan available materials.
G. Discuss materials in small or large groups which may be used in the student's career study.
H. Discuss his/her reasons for preferring one job over another. Consider personal motives and fulfillment.
I. Research a particular career of his/her own choice and prepare to write a thorough explanation of the characteristics of the job, training required, how to obtain a job, its value, and the approximate salary.
J. Read and discuss his/her career paper with the class (if desired, demonstrations can also be included in this activity).
K. Begin an outline for an extensive study of his/her possible career.

V. EVALUATION:

A. The teacher will evaluate the student on his/her eagerness to compare his value list to his/her life style.
B. The teacher will evaluate the students through discussion. The teacher will look for such contributions on the student's part as; why one works or why one must consider a future career; what the student's particular interests are for the future career; the value of his/her choice in regard to himself/herself and the community.
C. The teacher will evaluate the student on his/her interest and participation in finding sources of information. He/she will also be evaluated on his/her ability to locate sources that specifically relate to his/her choice.

VI. RESOURCES:

A. *Book*
Occupational Outlook Handbook, U. S. Department of Labor, Washington, D. C.
B. *Film*
"Jobs, You and Your Attitudes", Coronet Films, 65 East South Water Street, Chicago, Illinois.
C. *Reference Magazines*
D. *Reference Newspapers*
E. "Job Guide For Young Workers", Superintendent of Documents, Washington D. C.

LETTERS

Module No. 2

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the techniques involved in writing a letter of application.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify available addresses for job sources.

B. Use correct grammar, wording, and form in letters of application.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The impression a student makes on a prospective employer begins with the initial writing of a letter of application; therefore, he must gain a workable knowledge which involves not only grammar but also form in relation to the letter of application.

B. *Materials and Equipment*

1. Sample letter of application for each student
2. Step by step procedure for writing letters

IV. LEARNING ACTIVITIES:

A. Research materials and then discuss the findings. Students will examine various types of job applications and complete at least one practice application.

B. Proofread and revise his/her application.

C. Participate in a panel discussion followed by a question-answer period concerning the different types of applications.

D. Discuss personal, character, and professional references.

V. EVALUATION:

A. The teacher will evaluate the student's job application in relationship to proper grammar, wording and form.

B. The teacher will evaluate the student's participation in the panel discussion and in reference to his/her comprehension of personal references.

VI. RESOURCES:

A. *Book*

How to Apply for a Job, Ohio Bureau of Employment Services, Vocational Planning Center, 108 East 7th Street, Cincinnati, Ohio 45202.

B. *Filmstrip*

"Job Survival Skills", Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614, (RESA V Career Education Project #124).

208

APPLICATION FORMS

Module No. 3 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Demonstrate the skills relating to the procedures involved in filling out a job application.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify a variety of job applications.
B. Use proper grammatical construction as related to the application.
C. Describe the importance of personal references in writing letters of application.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The impression a student makes on a prospective employer is affected by the appearance and content of the job application; therefore, the student needs to know the proper way of filling out a job application.

B. *Materials and Equipment*

1. Example of job application
2. Variety of job applications to be utilized by class

IV. LEARNING ACTIVITIES:

A. Read the typical prepared letter.
B. Discuss content of letter establishing definite points that should be included:
   1. First paragraph establishes a point of contact.
      a. Where did you learn about the job?
      b. You are applying for the job, "Please consider me as an applicant for this position."
   2. Second paragraph discusses how your education and experiences qualify you for the job.
   3. If you include references in your letter, put these in the third paragraph.
   4. The last paragraph should ask for a personal interview at the employer's convenience. Be sure to include your phone number.
   5. Make a rough copy, "Sell Yourself," rewrite making the letter perfect.
C. Write personal sample application.
D. Exchange letters examining content, form, spelling, punctuation, etc. for mistakes.

V. EVALUATION:

A. The teacher will evaluate the student's letter of application in relationship to grammar, wording and form.
B. The teacher will evaluate the student with a test on grammar and format of the letter.

VI. RESOURCES:

A. *Book*

Succeeding In The World of Work, Kimbrell & Vineyard, McKnight Publishing Co., Bloomington, Ind. (RESA V Career Education Project #105).

B. *Pamphlets*

1. "You & Your Job", Southwestern Publishing Co., 5101 Madison Road, Cincinnati, Ohio 45227.
2. "How to Find and Apply for a Job", Southwestern Publishing Company, 5101 Madison Road, Cincinnati, Ohio 45227.

C. *Filmstrip*

"Job Survival Skills", Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project #124).

RESUME

Module No. 4 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Comprehend his/her interests, aptitudes, and limitations and their significance.

B. Understand methods of applying present skills and abilities to the employment situation.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify abilities, skills, and limitations and record them in the correct resume form.

B. Use correct grammatical construction.

C. Describe the correct format of a resume.

III. TEACHER PREPARATION:

A. *Teacher Notes*

If students do not display the correct information and grammar in a job resume, the employer may not consider his/her application. Therefore, not only does a student need to know the techniques involved in writing a resume but also his personal interests and attitudes which are factors in obtaining a job.

B. *Materials and Equipment*

1. Sample resume to distribute to the class
2. Handout sheets on correct form of resume

IV. LEARNING ACTIVITIES:

A. Read and discuss a typical job resume.

B. Prepare a personal resume or personal data sheet. Consider the accuracy of the information given and neatness of the resume.

C. Discuss Social Security cards. Include why, how, and where to obtain one as well as its importance and function.

D. Utilize interests, checklists, test scores, self-inventory charts, and autobiography in assessing personal interests and abilities.

E. Complete a practice job resume.

V. EVALUATION:

A. The teacher will evaluate the student's personal data sheets for completeness and accuracy.

B. The teacher will evaluate the students on their participation in discussing the numerous aspects of the resume.

VI. RESOURCES:

A. Book

Pathway to Your Future—The Job Resume and Letter of Application, Kenneth Adler, Bellman Publishing Company, Box 172, Cambridge, Mass. 02138. 1971.

B. Sample Personal Data Sheet

C. Social Security Cards

INTERVIEWING

Module No. 5 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Realize the make-up and the importance of job interviews in acquiring work.

B. Realize that his/her appearance and attitude during a job interview can affect its outcome.

C. Recognize his/her personal faults and be aware of steps for self-improvement.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss job interviews and the psychological forces working on the interviewee.

B. Formulate a realistic self-concept and discuss attitudinal and appearance improvements he/she personally should make.

C. Discuss the affects of appearance and attitude during a job interview.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Many students do not recognize the fact that seeking a job involves more than knowledge of job skills. The interview of a prospective employer is the key for success or failure. Students must realize the importance placed on attributes such as dress, manners, etc., and learn how to control these factors in an interview.

B. *Materials and Equipment*

1. Guest speaker from personnel department of local company
2. Filmstrip, films and projectors
3. List of role playing examples

IV. LEARNING ACTIVITIES:

A. List and discuss desirable manners and attitudes he/she should develop. Consider the importance of appearance and being a good listener.

B. View at least two of the films or filmstrips listed in resources on job interviews based on availability.

C. Discuss the roles to be portrayed.

D. Take turns portraying various job interview situations. All will include an interviewer. Interviewees will include the under-educated, over-educated, inferior, superior, under-dressed, over-dressed, as well as the appropriate.

E. Discuss the roles as portrayed and if the interviewer was just in his/her decision to hire or not to hire.

F. View and discuss film "Too Late For Regrets."

G. Discuss appearance (clothing, make-up, posture, hair, etc.).

H. Listen to guest speaker and discuss his/her comments as to what he/she looks for during a job interview.

I. Write a paper about personal faults, the corrections necessary, and the methods to use in order to integrate these into his/her own personality.

V. EVALUATION:

A. The teacher will evaluate the students on papers written.

B. The teacher will evaluate the student on his effectiveness in the role playing situation.

VI. RESOURCES:

A. *Films*

1. "Job Interview: Men," Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069. (RESA V Film Library #MP 1181).
2. "Job Interview: Women," Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069. (RESA V Film Library #MP 1187).
3. "Too Late for Regrets," WETA-TV The Greater Washington Educational TV Assn., Inc. (RESA V Film Library #MP 1071).

B. *Filmstrip*

"Your Job Interview", available on loan from West Virginia Division of Guidance and Testing, West Virginia Department of Education, Charleston, West Virginia.

C. *Pamphlet*

"How to Sell Your Job Talents", Ohio State Employment Service, Columbus, Ohio.

THE FUTURE

Module No. 6 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Accept with confidence and security his/her attributes while weighing inhibiting and facilitating factors in terms of tentative plans for the present and future.

B. Accept abilities and limitations in terms of inhabiting and facilitating factors and relate potential career opportunities to tentative plans.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the students should be able to:

A. Verbalize an acceptance of self as an entity both physical and psychological that is unique and of value to himself/herself and society.

B. Demonstrate the skills, attitudes, and work habits necessary to select, prepare, enter and maintain a work role.

C. Demonstrate flexability to the extend that he/she can make major or minor changes in work role patterns at such time as it might be necessary or desirable.

III. TEACHER PREPARATION:

A. *Teacher Notes*

It is important for each student to develop a realistic self-concept in order to secure and retain his/her personal job choice. The teacher can help him/her realize his/her own limitations and attributes and how they relate to his/her occupational choice.

B. *Materials and Equipment*

1. Students interest check list, test scores, self-inventory chart, take stock of yourself, and autobiography
2. Reports on specific occupational role
3. Profiles, self and job requirements
4. Film and projector

IV. LEARNING ACTIVITIES:

A. Scan interest checklist, test scores, self-inventory chart, grades, autobiography, etc.

B. Complete profile, self and job requirements.

C. View film "Counseling in Decision Making."

D. Discuss personal job choices. Have students explain why a certain job appeals to him/her personally and how it fits his/her own interests and expectations.

V. EVALUATION:

The teacher will evaluate the student by his/her ability to relate himself/herself to occupational roles by using materials, information, and etc., that have been accumulated during his/her study.

VI. RESOURCES:

A. *Books*

1. *Facing Facts About Preparing for Your Future*, Prudential, Box 36, Newark, N.J. 07101, 1972.
2. *Facing Facts About Career Opportunities for the High School Graduate*, Prudential, Box 36, Newark, N.J. 07101, 1972.
3. *Your Job and Your Future*, James Olson, Vol. II McGraw Hill Book Company, 330 W. 42nd Street, New York, New York 10036.

B. *Film*

"Counseling in Decision Making", Society for Visual Education Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

PEOPLE WHO WORK IN RECREATION

A
Career Education Unit
for
High School Level
(Tenth-Twelfth)

Correlated
with
Health

INTRODUCTION

This unit has been designed for use with high school students due to the increased emphasis on career opportunities in the fields of physical education and recreation. In areas of this country, there are shortages of trained personnel in these occupational areas. According to the United States Department of Labor, these shortage areas are expected to increase. As a result, there is a great demand for qualified persons in the area of physical education and recreation and many occupational opportunities will be available for trained personnel in the future.

Many students in our school system are looking for a particular career to follow, but leadership must be provided to help them move in the right direction. In physical education and recreation, there is a great variety of opportunity for those who can go on to a higher education and also for those who cannot. Assistance is needed to help young people realize the opportunities available to them which in turn will help communities, states, and the nation prosper with trained personnel in physical education and recreation.

It is intended that students develop an awareness of the relationship between self, education, and careers in this unit. By revitalizing our formal educational system with the concept of career education, our school systems have a renewed potential of producing individuals who are competent and can function effectively in today's society.

DEVELOPMENT OF INTEREST AND AWARENESS

Module No. 1 Correlation: Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the value of recreation careers in terms of his/her function in the world.

B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the meaning of work in physical education and recreation, and its importance to society.

B. Describe his/her feelings toward the area of physical education and recreation.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Before a student can choose a career in recreation, he/she must first develop not only an interest but also an awareness of occupations that exist in the field. After a student is knowledgeable in this area, he/she must then look at his/her own interests before making a commitment in a particular choice.

B. *Materials and Equipment*

1. Checklist of all career opportunities in the fields of physical education and recreation
2. Filmstrip and slide projector
3. Filmstrip "Preparing for the World of Work"
4. Movie and Projector

IV. LEARNING ACTIVITIES:

A. Discuss the importance of recreation occupations. Include both intrinsic and extrensic values.

B. List from their own knowledge all of the career opportunities available in physical education and recreation.

C. List the ideas for job choices received from the filmstrip "Choosing Your Career".

D. Write an essay on the conclusions derived from the filmstrip, "Preparing For the World of Work".

E. View movie "Careers in Recreation".

V. EVALUATION:

A. The teacher will evaluate the student on his/her list of job opportunities in recreation and physical education.

B. The teacher will evaluate the student on the ideas that he/she received from the filmstrips and movie by observing his/her contribution to the class discussion.

VI. RESOURCES:

A. *Books*

1. *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics, 341 Ninth Avenue, New York, NY 10001, 1972.
2. *Dictionary of Occupational Titles*, U.S. Department of Labor, Washington, D.C.

B. *Filmstrips*

1. "Choosing Your Career"—(Part I and Part II) Instructional Services Department, Wood County Board of Education, 1210 Thirteenth Street, Parkersburg, WV #46N.
2. "Preparing for the World of Work," Instructional Services Department, Wood County Board of Education, 1210 Thirteenth Street, Parkersburg, WV #47N.

C. *Film*

"Careers in Recreation", West Virginia University Health and Physical Education Department, Morgantown, West Virginia

DEVELOPMENT OF SELF CONCEPT

Module No. 2 Correlation: Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand abilities and limitations in terms of their relation to potential career opportunities and tentative plans.

B. Function in the performance of decision making and work adjustment process.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe his/her abilities and limitations.

B. Relate self-knowledge to work and his/her potential future career.

C. Discuss self as an entity, both physical and psychological, unique and of value to himself/herself and society.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A student must understand himself/herself before he/she can choose any career. The teacher must help the student understand his/her own individual interest, as well as emotional limitations and abilities and how these relate to his/her job choice.

B. *Materials and Equipment*

1. Skill Test
2. Aptitude Test
3. Movie and Projector

IV. LEARNING ACTIVITIES:

A. Take skill test to help the individual become aware of his/her strengths and weaknesses.

B. Take aptitude test to help the student develop a better understanding and concept of himself/herself.

C. Explore his/her value system in regard to a career in physical education and recreation.

D. View movie "Aptitudes and Occupations".

E. Make comments on possible new insights received concerning a career from the film "Aptitudes and Occupations".

F. Obtain guidance and counseling services to meet the students needs as they arise.

G. Discuss the testing results in relation to the various jobs available in the recreation field.

V. EVALUATION:

A. The teacher will evaluate the student through observation of class discussion.

B. The teacher will evaluate the student with a written examination on the film.

C. The teacher will evaluate the student on his/her involvement in the explanation of his/her tentative occupational choice.

VI. RESOURCES:

A. *Books*

1. My Philosophical Development, Bertrand, Russell, Simon & Shuster, Inc., 1 West 39th Street, New York, New York, 10018.
2. *The Art of Working with People*, Edward Hodnett, Harper & Row, 10 E. 53rd Street, New York, New York, 10022.
3. *Individual Differences*, Josn Anastasa, John Wiley and Sons, Inc., Eastern District Ctr., 1 Wiley Drive, Somerset, New Jersey 08873.

B. *Film*

"Aptitudes and Occupations", Coronet Instructional Films, Inc., Coronet Building, 65 East South Water, Chicago, Illinois 60601 (RESA V—Film Library #MP37).

DEVELOPMENT OF CLASSIFYING OCCUPATIONS

Module No. 3 Correlation: Health

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to: Investigate and formulate alternative educational experience paths which allow the individual access to various careers.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe opportunities available to him/her in physical education and recreation.
B. Describe the availability of education to his/her potential career field.
C. Discuss the meaning of work in potential fields and its importance to him/her and to society.
D. List occupational opportunities in his/her field of interest within and around the immediate community.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A student must know the variety of job opportunities available to him/her before he/she can make a specific choice. The teacher needs to assist the student in his/her investigation and formulation of the alternatives involved in his/her career choice.

B. *Materials and Equipment*

1. Assorted biographies
2. Newspapers
3. Arrangements for field trips
4. References on career opportunities
5. Possible survey forms

IV. LEARNING ACTIVITIES:

A. Analyze a personal case history of someone who has succeeded in the career area that interests his/her (use biographies and personal acquaintance). Include educational and/or skill requirements, likes and dislikes, prior work experience, and other interests.
B. Review want ads and discuss job opportunities in part time jobs in his primary job interest area.
C. Make a field trip to the local Department of Employment Security to find out the area job supply and demand in his/her field of interest.
D. Research the information provided by the teacher on advanced positions available within his/her specific area.
E. Participate in a written research of the training and requirements in the career area of his/her choice.
F. Go on a field trip to an existing job in his/her interest area to observe and interview the employers.
G. Make a list of job expectations in his/her area of interest.
H. Run a survey on a community-wide basis to determine the community's interest and involvement in the areas of recreation and physical education.

V. EVALUATION:

A. The teacher will evaluate the student on discussion.
B. The teacher will evaluate the student on his/her case study.
C. The teacher will evaluate the student on the success or failure of his/her surveys.
D. The teacher will evaluate the student on his/her list of job expectations.
E. The teacher will evaluate the student on his/her entusiasm of possible job choice.

VI. RESOURCES:

Books

1. *Community Recreation*, Harold D. Meyer, and Charles K. Brightbill, A guide to its organization, Prentice-Hall, Inc., Englewood Cliffs, New Jersey 1964.
2. *Professional Preparation in Health, Physical Education and Recreation*, Raymond Snyder and Harry Scott, McGraw-Hill Co., New York, 1953.

DEVELOPMENT OF INTERPERSONAL INTERACTION

Module No. 4 Correlation: Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the physical, emotional and mental interactions in imitating the role of the worker that demonstrates effective work habits.

B. Interact effectively in a variety of situations while being aware of the needs of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe specific interests in relation to recreation and physical education occupations.

B. Discuss the personal satisfaction and hindering factors in the recreation and physical education occupations.

III. TEACHER PREPARATION:

A. *Teacher Notes*

It is important for students to have a realistic view of the real work world concerning his/her job choice. Through role playing in the classroom, he/she can explore the different skills needed and how his/her own abilities and limitations are related.

B. *Materials and Equipment*

1. List of role playing possibilities
2. List of topics for oral reports
3. List of available lectures

IV. LEARNING ACTIVITIES:

A. Act out the responsibilities of duties they would have if employed in an occupation of their interest through simulation activity and role playing.

B. Prepare oral reports concerning methods and materials used in one's particular field of interest.

C. Attend lectures concerning the various fields and careers available in physical education, and recreation.

V. EVALUATION:

A. The teacher will evaluate the student by observation of the role playing, discussion, and interaction.

B. The teacher will evaluate the student in relation to the observations and estimates made pertaining to individual career interests.

C. The teacher will evaluate the student's content, organization, and delivery of oral reports.

VI. RESOURCES:

Books

1. *Career Education*, Maryland State Board of Education, Friendship International Airport, Box 8717, Baltimore, Maryland 21240.
2. *Encyclopaedia of Careers and Vocational Guidance*, Volume I *Planning Your Career*, J. G. Ferguson Publishing Co., Chicago, Illinois.

DEVELOPMENT OF FUTURE CONCEPTS

Module No. 5 Correlation: Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand and relate themselves both cognitively and affectively to their work.

B. Understand the background necessary to enter his/her chosen career and to progress within that career or to change the direction of his/her career if necessary or desirable.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe himself/herself i.e., abilities, skills, limitations; and can relate this knowledge to a career or future career.

B. Discuss the skills, attitudes and work habits necessary to select, prepare for, enter, and maintain a future work role.

C. Develop flexibility both mentally and physically to make adjustments within a work role or change of work role.

III. TEACHER PREPARATION:

A. *Teacher Notes*

After a student has made some kind of differentiation in a chosen field, the teacher needs to help him/her develop some assurance of job success in that field. Through knowledge of basic skills and interests involved in that choice, the student should also learn to become flexible enough to move through specific future careers.

B. *Materials and Equipment*

1. Handout sheet
2. Access to library and resource material
3. Film "Planning Your Career"

IV. LEARNING ACTIVITIES:

A. Observe and use handout sheets to direct possible interests in future plans.

B. Make use of library facilities to develop goals for the future.

C. Choose an area of interest and research the present and predicted status of this field in a report form.

D. Discuss the three basic steps for planning for a career taken from the film "Planning Your Career".

E. Plan a career related activity which relates to his/her own particular field of interest.

V. EVALUATION:

A. The teacher will evaluate the student through observation of the student's use of library materials and interest in planning for a future.

B. The teacher will evaluate the student's report on the status of his field of interest and job description.

C. The teacher will evaluate the student's enthusiasm in discussion concerning film.

VI. RESOURCES:

A. *Books*

1. *Your Plans for the Future*. Detzin and Detzin, McGraw-Hill, 1957, 1221 Avenue of the Americas, New York, New York, 10020.
2. *4-Square Planning for Your Career*. Haion, J., Science Research Associates, 1946—259 East Erie Street Chicago, Illinois 60611.

B. *Film*

"Planning Your Career", Encyclopaedia Britannica Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611, (RESA V—Film Library, #MP542).

PEOPLE WHO WORK IN COMPUTER SCIENCE

A
Career Education Unit
for
High School Level
(Tenth-Twelfth)

Correlated
with
Mathematics

INTRODUCTION

This unit is designed to familiarize students with the variety of jobs available in the area of computer science. It also involves the student's self-awareness and skills in relationship to his personal job choice. Although the goals and objectives are related to career education, they can be correlated with the field of mathematics.

The unit is correlated through a method of teaching which utilizes "real" experiences to illustrate abstract symbols and concepts found in the existing subject being taught. This method of teaching makes use of field trips, resource people, media, interpersonal interaction, and research activities.

It is aimed at producing individuals able to find and participate in meaningful and satisfying work, and if the time comes when it is necessary or desirable to make major or minor changes in their career, they can be easily made.

A program of this nature is written in a general presentation as to facilitate modifications by the instructor and student at will. The material will give sufficient explanation and information for the students to familiarize themselves with jobs in a computer center.

The time element in covering this program is as flexible as the students and an instructor wish it to be. More time could be spent on certain areas or jobs as is necessary for effective decision making.

DEVELOPMENT OF INTEREST AND AWARENESS

Module No. 1 Correlation: Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the value of mathematics in terms of its functions in the world outside the classroom.

B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify the reasons for using computers.

B. Describe the role of mathematics in computer science.

C. Discuss the importance of computers in society.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Because computers are more and more a common part of our everyday lives, students should be aware of its role and in what ways they as individuals could be suitable for careers in this area. Some job areas might be key punch, machine operator, programmer, systems analysist, and repairman.

B. *Materials and Equipment*

1. Film and Projector
2. Prepare game problems

IV. LEARNING ACTIVITIES:

A. View the film "Electrons at Work." List specific job areas that are learned from the film.

B. Discuss the various uses of the computer. Master scheduling, scoring of standardized tests and survey forms, remote terminal units in math classes, etc. are uses to be considered.

C. Discuss some generalizations showing how math is used with computers. Use computer in math classes to show how to arrive at an answer to a problem. Program complicated answers after problem is set up.

D. Divide into teams with one team using a miniature computer or other available office machines and the other team using longhand to relate the differences in speed and accuracy.

V. EVALUATION:

A. The teacher will evaluate the student through the discussion session by observing the different careers identified by the student.

B. The teacher will evaluate the student's involvement during the game by observing the number of questions and/or comments about the game during the specific activity.

VI. RESOURCES:

Books

1. *Planning Your Career*, Robert Calvert and John Steele, Magraw-Hill Book Co., Inc., New York, New York 1963.
2. *Career Opportunities*, New York Life Insurance Company, 1958.
3. *Your Career in Computer Programming*, I.J. Seligsohn, A Division of Simon & Schuster, Inc., 1 W. 39th Street, New York, NY.

Film

Electrons At Work, Encyclopaedia Britannica Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611. (RESA V Film Library—# MP 191).

DEVELOPMENT OF SELF CONCEPTS

Module No. 2 Correlation: Math

I. GOALS

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Relate personal occupational objectives with computer careers.
B. Comprehend the diversity and complexity of work alternatives appropriate to them.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify the various occupations, careers, and job titles dealing with computers.
B. Describe the contribution that computer workers make.
C. Identify the reasons why occupations with computers exist.
D. Discuss job interests related to computers.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Most students are not aware of the variety of jobs related to the computer field. A student not only needs to become aware that these jobs exist, but also to adapt his/her interests in a specific area.

B. *Materials and Equipment*

1. Resource people
2. Miscellaneous materials for bulletin board displays

IV. LEARNING ACTIVITIES:

A. Listen and discuss different occupations with resource people.
B. List data processing manager's activities.
C. Discuss the good and bad points of a data processing manager.
D. Divide into groups to arrange bulletin boards dealing with the various computer careers.

V. EVALUATION:

A. The teacher will evaluate the student in his/her contribution to the discussions.
B. The teacher will evaluate the student on his/her bulletin board display.

VI. RESOURCES:

Books

1. DOT. (Dictionary of Occupational Titles)
2. *Encyclopedia of Careers and Vocational Guidance*, J. G. Ferguson Publishing Co., Six N. Michigan Avenue, Chicago, Illinois 60602.
3. *Digest of Computer Opportunities*—Source Survey EDP—Salary Survey 1974—EDP, Inc., Philadelphia, Pennsylvania.
4. *Fundamentals of Data Processing*, Wanous-Wanous-Wagner, Cincinnati, Ohio; South Western Publishing Company, 1971.

DEVELOPMENT OF CLASSIFYING OCCUPATIONS AND RESEARCH

Module No. 3 Correlation: Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the structure and methods of classifying occupations and recognizing the sources of information and experience.

B. Recognize the relationship between life styles and the dictates of the work situation.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Orally identify sources of information about computer occupations.

B. Identify the qualifications and skills needed for each of the various occupations.

C. Illustrate the value of mathematics as it relates to computer careers.

III. TEACHER PREPARATION:

A. *Teacher Notes*

After the student has an idea of the various jobs involved in computer occupation areas, he/she must learn where he/she can go to find available materials and information which concerns a specific job choice. Some considerations for job choice might be financial, hours of work, geographical location, physical and mental requirements, etc.

B. *Materials and Equipment*

1. Reference books
2. Cassette tapeplayer and tapes about computers
3. Miscellaneous materials for bulletin board displays
4. Access to reference materials in library

IV. LEARNING ACTIVITIES:

A. Read books about computer science workers.

B. Listen to cassette recordings.

C. Develop a list of jobs relating to computer science and list qualifications and skills needed for each job.

D. Construct a bulletin board related to various occupations in the computer field.

E. Research and prepare three to four informative speech comparing personal variables of careers in the computer area.

V. EVALUATION

A. The teacher will evaluate the students on their bulletin board.

B. The teacher will evaluate the student's speech on content, organization, and delivery of speech.

VI. RESOURCES:

Books

1. *Explorations in Computer—Assisted Counseling*, John F. Coqswell & D. P. Estevang, Santa Monica, California: System
2. Same listing as in Module Two (2) Resources
3. *Careers & Opportunities in Computer Science*, John M. Carroll, E. P. Dutton & Company, Inc., New York, NY, 1967.

Cassette Tapes

1. *"Computers"*
2. *"Careers in Data Processing"*, Daniel Grossman, Compass 33: 10-11 July.

DEVELOPMENT OF INTERPERSONAL INTERACTION

Module No. 4 Correlation: Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the physical, mental, and emotional stability of workers who demonstrate effective work habits.
B. Interact effectively in a variety of situations while being aware of the needs of others.
C. Comprehend the diversity and complexity of the work alternatives involved in the various job areas of computer occupations.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss career roles and his/her interpretations.
B. Interact with others in a meaningful manner.
C. Discuss his/her feelings about the role that he/she played.
D. Identify the ways in which mathematics is needed by workers.

III. TEACHER PREPARATION:

A. *Teacher Notes*

In this module the teacher could direct students in a realistic role playing situation which would show a relationship of personal interest to computer science occupations.

B. *Materials and Equipment*

1. List of various role playing examples
2. Magazines
3. Cardboard
4. Paper
5. Magic markers

IV LEARNING ACTIVITIES:

A. Discuss the role to be portrayed.
B. Take turns portraying various workers.
C. Make a cardboard model of a computer.
D. Discuss feelings about the various roles portrayed.
E. Discuss the need for mathematics skills. Contrast skills of modern math tended toward computerized mathematics as opposed to the basic skills of math. Also, consider the trends toward a computerized society.

V. EVALUATION:

A. The teacher will evaluate the student by observation of the role played, discussion, and interaction.
B. The teacher will evaluate the student on his/her model computer, as to accuracy and completeness.

VI. RESOURCES:

Books

1. *Career Education*, Maryland State Board of Education, Friendship International Airport, Box 8717, Baltimore, Maryland 21240.
2. *Encyclopedia of Careers and Vocational Guidance*, J. G. Ferguson Publishing Co., Six N Michigan Ave., Chicago, Ill. 60602.

DEVELOPMENT OF FUTURE CONCEPTS

Module No. 5 Correlation: Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Recognize that jobs emerge and diminish because of the social value of the resulting products and services.
B. Understand the labor market demands, both current and projected, in careers related to computer science.
C. Understand the educational background needed to enter an occupation in computer science.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the educational requirements and opportunities involved in a variety of computer occupations.
B. Project employment trends in the next ten years for computer science occupations.
C. Discuss possible summer and future full-time employment in computer science.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Students should be aware of job fluctuations in computer occupation areas. There are usually prescribed educational and experience requirements to enter the computer related fields. Students should be aware of the requirements needed for their chosen field of endeavor, particularly in computer related jobs.

B. *Materials and Equipment*

1. Pamphlets

IV. LEARNING ACTIVITIES:

A. Use materials available from Department of Labor and Department of Employment Security regarding current and project labor market demands.
B. Discuss financial assistance available to students desiring to pursue education.
C. Receive counseling regarding his/her abilities and their relationship to his/her educational plan.

V EVALUATION:

A. The teacher will evaluate the student in terms of creativity and understanding of requirements needed to pursue various careers.

VI. RESOURCES

Books

1. *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics, 341 Ninth Avenue, New York, NY 10001, 1972.
2. *Career Choices of Rural Youth in a Changing Society*, Lee G. Burchinal, University of Minnesota, Agricultural Experimentation Station, Minneapolis, Minnesota, 1962.
3. *Career Development: Choice & Adjustment*, D. C. Tiedman and R. P. O'Hara, 1963. College Entrance Examination Board, New York, New York

Pamphlets

Current and Projected Labor Market Demands, Department of Labor, Department of Employment Security, State Capitol, Charleston, West Virginia.

PEOPLE IN PUBLIC SERVICE

A
Career Education Unit
for
High School Level
(Tenth-Twelfth)

Correlated
with
Social Studies

INTRODUCTION

This career education resource unit was prepared for high school students. It concerns itself with occupations related to public service. Some of the occupations which students may encounter are: fire department, police systems, armed forces, telephone and electric utilities, teachers in a school system, postal system, and so forth.

Career Education is not an end in itself; rather it is a method of teaching which utilizes "real" experiences to illustrate abstract symbols and concepts found in the existing subjects being taught. This method of teaching makes use of field trips, role playing, simulation, resource people, media, interpersonal interaction and research activities. The intent is to help students achieve both academic goals and career education goals.

DEVELOPMENT OF INTEREST AND AWARENESS

Module No. 1 Correlation: Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the area of Public Services and its basic goals, concepts, and terms.
B. Recognize that Public Services occupations relate in many ways to his/her occupational interests.
C. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify the basic goals, concepts, and terms of Public Service occupations.
B. Prescribe work roles for various public service occupations.
C. Discuss public service occupations in relation to personal occupational interests.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The purpose of this module is to help the student become aware of the various public service occupations open to him. The student should be aware of not only his personal interests, but also the skills involved in the job.

B. *Materials and Equipment*

1. Lectures on the basic goals, concepts, and terms
2. Collage materials, if used.

IV. LEARNING ACTIVITIES:

A. Hear lectures on the basic goals, concepts and terms of Public Service jobs.
B. Discuss present occupations and their relation to Public Service. The students may use as a starting point their part-time jobs.
C. Read about future occupations in the Public Service areas.
D. Discuss importance of knowing self and the need to relate self to job. Points for discussion could include the student's background, likes and dislikes, hobbies, etc.
E. Review movie and television shows with roles dealing with Public Service.
F. Discuss the basic skills needed in various jobs. The discussion could be devised to include educational, physical, and/or psychological skills.
G. Utilize interest-catching techniques such as collage, posters, and personal bulletin boards. This can be teacher, student, or joint projects.

V. EVALUATION:

A. The teacher will evaluate the students by giving a test on the basic concepts, goals, and terms of Public Service.
B. The teacher will evaluate the student by his/her participation in discussion.

VI. RESOURCES:

A. *Book*

Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Labor Statistics, 341 Ninth Avenue, New York, New York 10001, 1972.

B. *Film*

"Social Worker", Universal Educational and Visual Arts, Universal City Studios, Inc., (RESA V Career Education Project # 210).

DEVELOPMENT OF SELF-CONCEPT

Module No. 2 Correlation: Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the value of social studies in terms of its function in the world outside the classroom.

B. Recognize the relationship between values and occupational choices.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify his/her values and the limits they set on his/her occupational choice.

B. Discuss the rewards in the fields that can be related to a study of Public Service occupations.

III. TEACHER PREPARATION:

A. *Teacher Notes*

It is important for students to realize the value of their chosen profession, as well as other professions in the Public Service areas.

B. *Materials and Equipment*

1. Value recognition exercises
2. Films and speakers in various occupational areas

IV. LEARNING ACTIVITIES:

A. Listen to lectures on intrinsic and extrinsic values of careers in public services.

B. View films and hear speakers. While listening to the varied resource people, students should keep in mind their own interests.

C. Form groups to discuss the skills and qualifications of various workers and what workers like about their jobs.

D. Present brief reports on any occupational area that fits his/her value system and how that field relates to the economy.

V. EVALUATION:

The teacher will evaluate the student through his/her discussion and understanding of the various work roles.

VI. RESOURCES:

A. *Filmstrip*

"People Who Help Others" (filmstrip series), Guidance Associates, Pleasantville, New York 10507 (RESA V Career Education Project # 112).

B. *Resource People*

Community Workers

DEVELOPMENT OF CLASSIFYING OCCUPATIONS AND RESEARCH

Module No. 3 Correlation: Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand how subject content is functional both inside and outside the classroom in the career world.

B. Understand the structure and methods of classifying occupations and recognize sources of information and experience.

C. Value resource materials for the purpose of understanding a career.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the public service occupations that exist.

B. Locate and accept meaningful work roles.

C. Identify resource materials necessary for the study of a career.

D. Relate education, previous job experience, school activities, and personal data to career choice.

E. Describe the contribution that Public Service workers make in society.

III. TEACHER PREPARATION:

A. *Teacher Notes*

In order to help students become aware of the variety of jobs opened to him/her a great deal of research is necessary. This should lead to personal interest choice.

B. *Materials and Equipment*

1. Arrange with the counselor and librarian for class visit
2. Bulletin board displaying numerous careers.
3. Arrange beforehand in library and counselor's office, books, pamphlets, D.O.T., Occupational Outlook Handbook, S.R.A. booklets, S.R.A. Career Kit, Career Encyclopedias, and other sources of information.

IV. LEARNING ACTIVITIES:

A. Visit counselor's office and library to pursue and scan available materials.

B. Discuss specific materials that may be used in his/her career study.

C. Begin outlines for an intensive study of his/her career.

D. Prepare a mini report pertaining to his/her chosen career. (Written or oral). Points to include: background, interests and hobbies and how they relate to his/her job choice, economic expectations and intrinsic and extrinsic expectations.

V. EVALUATION:

A. The teacher will evaluate the student on his/her interest and participation in finding sources of information.

B. The teacher will evaluate the student on his/her ability to locate sources that specifically relate to his/her chosen career.

C. The teacher will evaluate the student on the content and organization of his/her reports.

VI. RESOURCES:

A. *Books*

1. *Career Wise*, 92 volumes, Richard Rosen Associates, Inc. 29 East 21st Street, New York, N. Y. 10010.
2. *Career Encyclopedias*, J. G. Fugeso and Co., 6 North Michigan Avenue, Chicago, Illinois 60602, 1972.
3. *Dictionary of Occupational Titles*, U.S. Department of Labor, Manpower Administration, Superintendent of Documents, U. S. Government Printing Office, Division of Public Documents, Washinggon D. C. 20402.
4. *Occupational Outlook Handbook*, U. S. Department of Labor, Bureau of Labor Statistics, 341 Ninth Ave., New York, N. Y. 10001.

B. *Pamphlets*

1. *Job Family Series*, Science Research Associates, 259 East Street, Chicago, Illinois 60611, (RESA V Career Education Project #143-162).
2. *Job Guide for Young Workers*, Superintendent of Documents, U. S. Government Printing Office, Division of Public Documents, Washington, D. C. 20402.

DEVELOPMENT OF INTERPERSONAL INTERACTION

Module No. 4 Correlation: Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the physical mental, and emotional dimensions of workers who demonstrate effective work habits.

B. Interact effectively in a variety of situations while being aware of the needs of others.

C. Understand the complexities of society and learn to cope with social and work expectations.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe how it might feel to be employed in particular occupations.

B. Discuss reasons for occupational choice.

C. Identify a relationship between academic work and occupational choice.

III. TEACHER PREPARATION:

A. Teacher Notes

The student needs to have a realistic idea of what is involved in the actual role of his/her job choice. By allowing students to become involved physically, mentally, and emotionally, they should more easily be able to adapt when they get into the actual job situation.

B. *Materials and Equipment*

1. Arrange the classroom to portray actual situations
2. List possible roles to be played

IV. LEARNING ACTIVITIES:

A. Present through oral report his/her occupational choice to the class. Points to be included are education, skills, and psychological needs of his/her chosen field.

B. Interview persons of different occupations concerning duties they perform (written or recorded interview.) Questions should include educational requirements, likes and dislikes about work, prior work experience and future plans.

C. Discuss how various academic subjects could help in the real world of work occupations.

D. Discuss the feelings of the worker in the various roles portrayed.

E. Create a script for a role playing situation.

F. Act out various roles.

V. EVALUATION:

A. The teacher will evaluate the student by giving an essay test concerning his/her occupational choice.

B. The teacher will evaluate the student by observing the role played, student's comments, and discussion.

VI. RESOURCES:

A. *Books*

1. *Simulation Games: An Approach to Learning*, Dennis M. Adams, Charles A. Jones Publishing Company, 698 High Street, Village Green, Worthington, Ohio 43085.
2. *Career Education Program*, Volume III, Grades 10-12, Houghton Mifflin, Department M. 110 Tremont Street, Boston, Mass. 02107 (RESA V Career Education Project. #119).

DEVELOPMENT OF FUTURE JOB CONCEPTS

Module No. 5 Correlation: Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the concept of change.
B. Understand the complexity of society and learn to cope with society and work expectations.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the concept of change within our society.
B. Describe realistic expectations of a tentative occupational choice.

III. TEACHER PREPARATION:

A. *Teacher Notes*

In order to insure that a student will retain his job choice in reference to future changes within himself and the development of a realistic self-concept is paramount.

B. *Materials and Equipment*

1. Film and projector.
2. Selection of television programs to be used.

IV. LEARNING ACTIVITIES:

A. View film "Future Shock."
B. Discuss concept of change as it relates to the student personally and to the job world.
C. Read and discuss various science fiction stories as they relate to different job areas.
D. View selected television programs and discuss in relation to future changes in society.

V. EVALUATION:

A. The teacher will evaluate the student's preparation for occupational choice by inviting the school counselor to attend a classroom session and assist students in preparing tentative career choices.
B. The teacher will evaluate the student by administering quiz on films.
C. The student will evaluate himself/herself in regard to his/her career choice.

VI. RESOURCES:

A. *Books*

1. *Teaching as a Subversive Activity*, Weingartner, Charles, Dell Publishing Co., Inc., 750 Third Ave., N.Y., N.Y. 10017, 1969.
2. *Markets of the Seventies:* The Unwinding U. S. Economy, Fortune Magazine Editions, Viking Press, Inc., 625 Madison Avenue, New York, N.Y. 10022.
3. *Forecasts of Some Technological and Scientific Development and Their Consequences*, Theodore J. Forden, Institute For The Future, Middletown, Connecticut, 1969.
4. *Science Fiction Hall of Fame*, Vol. 1, Robert Silverburg, Doubleday and Company, Inc., 501 Franklin Avenue, Garden City, N. Y. 11530.

B. *Film*

"Future Shock", Associated Sterling Film Distributors, 866 Third Avenue, New York, New York.

A GROUP GUIDANCE UNIT
IN
CAREER EDUCATION WITH EMPHASIS
UPON
SELF AWARENESS
ESPECIALLY PREPARED FOR SECONDARY STUDENTS

INTRODUCTION

This unit is designed for secondary students, but can be adapted to any age level. It is a combination of group and individual counseling with the major emphasis on groups. Perhaps many counselors will find little "new" material in this unit, however, due to the step by step procedure outlined herein, it could be easily implemented by counselors or teachers.

The first module is an introduction to group process. Since many secondary students have not been exposed to an atmosphere of trust and openness in the school setting, it will be necessary to help each individual understand and accept the group and group process so that the goals in each module can be reached.

The modules are primarily concerned with the affective domain, although the cognitive domain is introduced where it relates to the affective. (In the area of ability and achievement test scores).

The unit should include ten to twelve group sessions with individual counseling sessions between. It would be ideal if the groups could meet weekly. However, it may be necessary to adjust the sessions according to the counselor's schedule and could cover a period from six weeks to a full semester.

ESTABLISHING GUIDELINES FOR GROUP PROCESS

Module No. 1

Correlation:
Guidance

I. GOAL:

After counselors have directed learning activities in this and other *units*, the student should be able to:

A. Establish good group counseling relationships and guidelines for group process.

II. PERFORMANCE OBJECTIVES:

After counselor has directed learning activities indicated in this *module*, the student should be able to:

A. Establish a framework of guidelines for the group in which group process may progress.

B. Relationship of trust in which they feel free to express themselves openly and honestly.

III. COUNSELOR NOTES:

Good group process takes time to establish as a sense of trust is not automatic. In order for the group to function as a "group" it may be necessary to explain the function and guidelines of a group as outlined in Activity Sheet IA and IB and then ask the group to add their own additional guidelines.

Find and secure a place for the group to meet. It should be completely free from interruptions.

Check with teachers and principals about getting students out of class for groups.

Form groups—this can be done randomly or through sociometric means.

Materials—printed guidelines on group processes.

IV. LEARNING ACTIVITIES:

A. Call role and make note of each child so that you as group leader will know him/her well.

B. Lay down the guidelines for group process. Be sure to emphasize the most important—*belongingness* and *confidentiality*.

C. Discuss the guidelines and help students to see they are important. Students may want to add to the guidelines.

D. Have students introduce themselves by telling something significant about themselves. The group leader may want to start this and break the ice. A variation would be to have a fellow student introduce each group member.

E. Ask if any student has a topic he would like to discuss.

F. Reveal the goals and objectives of this unit and what is expected of group members. There may be some input at this point from students.

G. In closing, the group leader should emphasize that the groups are confidential and should be so treated.

V. EVALUATION:

A. Discuss the guidelines fully and then question students to see if they understand.

B. From group discussion feedback, see if students understand the purpose of the group.

C. See that each student takes part, not only in this but all group sessions.

VI. RESOURCES:

Activity Sheets: 1A, 1B, 1C, 1D and 1E.

Activity IA

I AM. . . ?

Objectives:

The purpose of this activity is to look more closely at individuals in a group.

Time: Approximately 20 minutes

Description of Task:

Divide the class into groups of 4 to 6 members. Four questions come up when new members of a group meet:

Who are we?
Why are we here?
What shall we do?
How will we function?

Take the question "Who am I?" Have each member write down privately a single phrase that describes who he is. After about 30 seconds, pause and ask each member to write down another phrase that describes who he is. After another 30 seconds, do this again, until each member has written about five or six phrases which tell "Who Am I?"

They ask the seminar members to analyze publicly what they have written down.

1. How many wrote down their name first?
2. How many wrote down their position? oldest or tenth grader
3. How many wrote down their sex?
4. How many wrote down nationality?
5. How many wrote down race or religion?
6. How many wrote down political affiliation?

If true to form, by the time you get to number four, you often get at the more private, interpersonal information. The longer you work at this, the more you get into areas of deeper significance to you. The first things written down tend to be the things most people already know--name, position.

Illustrates the idea that people see themselves in many ways and each individual brings many things to a group:

1. Our values and beliefs
2. Our attitudes about self
3. Attitudes toward others
4. Attitude toward the world
5. Loyalties, affiliations, identifications
6. Repertoire of behavior skills
7. How we communicate. How we send, receive, interpret
8. Our expectations and hopes

Evaluation:

For ten minutes, in group discussion, ask the students what they learned and how they felt. How do they react to this method of getting to know someone. Did the exercise help to get to know people in a more meaningful way?

Activity IB

OBSERVATION SHEET FOR GOAL DIRECTED LEADERSHIP: ADVANCED TASK FUNCTIONS

Task Functions:

These leadership functions are to facilitate and coordinate group effort in the selection and definition of a common problem and in the solution of that problem.

—*Initiating*: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.
—*Information or opinion seeking*: Requesting facts; seeking relevant information about a group concern; making for suggestions or ideas.
—*Information or opinion giving*: Offering facts; providing relevant information about group concerns; stating a belief; giving suggestions or ideas.
—*Clarifying or elaborating*: Interpreting or reflecting ideas and suggestions; clearing up confusions; indicating alternatives and issues before the group; giving examples.
—*Summarizing*: Pulling together related ideas; restating suggestions after the group to accept or reject.
—*Consensus testing*: Sending up "trial balloons" to see if the group is nearing a conclusion; checking with the group to see how much agreement has been reached.

Human Relations Functions

Functions in this category describe leadership activity necessary to alter or maintain the way in which members of the group work together, developing a loyalty to one another and to the group as a whole.

—*Encouraging*: Being friendly, warm and responsive to others and to their contributions; showing regard for others by giving them an opportunity for recognition.
—*Expressing group feelings*: Sensing feelings, moods, relationships within the group; sharing feelings with other members.
—*Harmonizing:* Attempting to reconcile disagreements; reducing tension by "pouring oil on troubled waters"; getting people to explore their differences.
—*Compromising*: When one's own ideas or status is involved in a conflict, offering to compromise one's own positions; admitting error; disciplining one's self to maintain group cohesion.
—*Gate-keeping*: Attempting to keep communication channels open; facilitating the participation of others; suggesting procedures for sharing the discussion of group problems.
—*Setting standards*: Expressing standards for the group to achieve; applying standards to evaluating group functioning and production.

Individual Needs

Functions in this category may or may not aid task performance or group loyalty, but are most often present either overtly or covertly.

—*Aggressing*: Attacking the group or problem being worked on; showing envy towards another's contribution by taking credit for it, etc.
—*Depending*: Endeavoring to identify himself with a strong individual or combination.
—*Dominating*: Attempting to assert authority or superiority to manipulate the group or certain members of the group. May take the form of flattery, status assertion, interrupting others, authoritative direction-giving, etc.
—*Blocking*: Resisting stubbornly or subtly, disagreeing unreasonably, bringing back an issue the group has rejected.
—*Playboying*: Making a display of his lack of involvement in the group's processes. This may take the form of cynicism, nonchalance, or horseplay.

Activity IC

NAME ______________________________________

GROUP ______________________________________

EXERCISE ON LEARNING—WORKING CLIMATES

Learning about self, others, and groups is facilitated when a climate is created in which members feel free to be themselves. This means that members are most valuable when they are able to be themselves; they can give most when they are most themselves, and they can give least when they are boxed in a role.

The extent to which people seem free to be themselves appears to be highly correlated with the trust level existing in a group. When the trust level is low, people tend to be defensive, to adopt manipulative strategies, and to withhold information about themselves. When the trust level is high, defensiveness is reduced, information flow is increased, and manipulative strategies tend to disappear.

Creating a high trust level seems to be facilitated when there is an increase of awareness, self-acceptance, acceptance of others, and of problem-centering.

The purpose of this exercise is to examine some of the dimensions mentioned above to determine their effect on the group you are in.

Procedure:

1. Read the definitions given;
2. Complete the rankings called for;
3. When everyone has finished, compare rankings;
4. As a group, place one person in each of the dimensions listed;
5. Discuss and record what might be done to increase the trust level in the group.

Definitions:

A person may be said to be:

1. *Aware*, when outward behavior reflects inner feelings and thoughts; when there is an explicit recognition of how one's feelings are influencing behavior; when he recognizes and responds to feelings being experienced. Awareness may be marked by statements such as, "I feel somewhat at a loss," instead of, "We need a goal," or "I don't know what to do if we don't have a topic," instead of "We're just floundering without something we can get our teeth into," or "I'm not sure I want to say how I feel about you," instead of "I don't think we ought to get personal."
2. *Self-accepting*, when he is able to accept his own feelings without denying them or giving rationalizations for them, or apologizing for them. Self-acceptance may be evidenced by statements such as, "I'm bored with what you are saying," instead of "This is a boring topic," or I'm angry at myself for being ineffective," instead of "This is a boring topic," or "I'm angry at myself for being ineffective," instead of "This group is not getting anywhere."
3. *Accepting of others*, when he is able to receive the feelings and thoughts of others without trying to change them; when he is able to let others be themselves even though their mode of being is different than his; may be evidenced by listening to try to understand; listening without trying to refute; not trying to argue down; asking questions to insure understanding of what the other is experiencing; or not sitting in judgment on the other.
4. *Supportive*, when he seeks ways to help others reach goals that are important to them; when he tries to understand what others want to do although he may not agree with their conclusions; or when he encourages others to try behavior which may be new to them; may be seen in statements, such as "Could you tell me how I might help you reach your objective," or "I am not sure I agree with what you are proposing, but I support your effort to get something going," or "Let me see if I understand what you want us to do."
5. *Risk taking*, when he goes beyond the known; when he experiments with new behavior; when he wants to accomplish something or to support someone else more than he wants to play it safe or keep his cool; when he is willing to risk being angry, anxious, caring, driving, or retreating, even though these may make him appear foolish or arouse anxiety on his part, or make him appear inept or unintelligent. May take the form of asking for feedback on behavior, when this has not been done before, or supporting someone when it is not clear what the consequences of supporting will be, or giving feedback to others on the feelings their behavior has evoked.
6. *Problem-centering*, when he focuses on problems facing a group rather than on control or method; when he tries to learn by solving problems rather than by getting someone else's solutions. May be seen in efforts made to try to find out what is blocking a group, or in efforts to try to increase personal effectiveness, or in efforts to go beyond symptoms. Problem-centering rests on the assumption that more work gets done when individuals and groups learn how to solve problems, than by maintaining a certain control pattern, a certain methodological pattern, a certain leadership pattern, or a certain feedback pattern.
7. *Leveling*, when he is able to be free and open about his feelings and thoughts; when his behavior outwardly is congruent with what he is experiencing inwardly.

Activity 1D

Second Step

In the spaces provided below put in the names of one or two persons who most display in the group the kind of behavior described in the definitions.

	Your Nomination	Group Nomination
1. Awareness	____________	____________
2. Self-acceptance	____________	____________
3. Acceptance of others	____________	____________
4. Supportive	____________	____________
5. Risk taking	____________	____________
6. Problem-centering	____________	____________
7. Leveling	____________	____________

Third Step

After everyone has finished with their individual nominations, announce these and share the data on which the nominations were based. Then, as a group, place one name in each of the spaces provided. Try to reach a consensus in the group nomination, that is, try not to reach agreement by majority vote. Discuss the behavior until there is some agreement.

Fourth Step

Discuss and record below what can be done to increase the trust level in the group. Please turn in the completed exercise as you leave.

DIGNITY AND WORTH OF OTHERS

Module No. 2

Correlation:
Guidance

I. GOAL:

After counselors have directed learning activities in this and other *units*, the student should be able to:

A. Value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.

II. PERFORMANCE OBJECTIVES:

After the counselor has directed the learning activities indicated in this *module*, the student should be able to:

A. Interact with others and accept them as worthy individuals.

III. COUNSELOR NOTES:

Perhaps some sentence completion handouts which will help the group discuss their feelings about the worth of others, both group members and nonmembers could be used.

These sentences will vary with the composition of the group but should reflect both negative and positive attitudes.

A copy of the goal should be presented to the group for discussion.

Materials—copies of the goal for this module and film projector.

IV. LEARNING ACTIVITIES:

A. Discuss the meaning of respect and how it relates to others and self.
B. Discuss the uniqueness of each individual and how traits, both positive and negative, determine uniqueness.
C. Discuss the value of others, the different ways of valuing and the different persons and personality types which apply to each.
D. Discuss what the goal means. (The group leader should stress the goal throughout.)
E. View film on understanding others and discuss.
F. Students will write a theme listing five types of work, explaining how constructive the job is in terms of the needs of the worker and society.
G. Students will interview at least five workers in different careers, asking advantages and disadvantages, also surveying home life and family life.
H. Share information received with the group.
I. Discuss the topic "Job Stereotypes".
J. Role play some job stereotype situations (doctor, druggist, carpenter, short order cook.)

V. EVALUATION:

A. Through interaction of the group, the group leader may learn if the goal and objective are being met. The group leader should be sure each group member has an opportunity to express an opinion.
B. Group members' comments may be used as an evaluation device.
C. Students will be evaluated on their theme as to how well they understand the relationship between careers and the welfare of society.

VI. RESOURCES:

A. *Book*— "Values Clarification", Simon, Howe & Kirschenbaum, Hart Publishing Co., Inc., New York, New York 10003. (RESA V—Career Education Project #270).
B. *Film*—"The Road Ahead", (RESA V Film Library #589) CCM Films, Inc.
C. *Activity Sheets*: 2A and 2B.

Activity IIA
SENTENCE COMPLETION
General

Fill in the blank at the end of the sentence with the first thought that enters your mind. **DO NOT** put your name on this sheet.

1. I don't like people who ______________________________
2. In school I wish ______________________________
3. No one in this school ______________________________
4. It is hard to like another person who ______________________________
5. The thing that bothers me most is ______________________________
6. I believe I have the ability to ______________________________
7. It is hard to like a person who ______________________________
8. In school it is hard to trust ______________________________
9. What I like least in myself is ______________________________
10. What I want most is ______________________________
11. When I am with others that I don't know well, I ______________________________
12. In a group, when I have something to say I ______________________________

Activity IIB

SELF—EVALUATION OF GROUP WORK SKILLS

Please check which of the following roles you felt exercised appropriately and adequately today.

_____ initiating

_____ gave information

_____ asked for information

_____ gave positive reactions or opinions

_____ gave negative reactions or opinions

_____ gave confrontation or reality tested

_____ gave restatement of other's contributions

_____ sponsored, encouraged, helped or rewarded others

_____ physical movement

_____ asked for comment on group's movement or lack of it

_____ asked for restatement

_____ tested for concensus

_____ expressed group feelings

_____ gave examples

_____ asked for examples

_____ gave clarification, synthesis or summary

_____ asked for clarification, synthesis or summary

_____ gave comment on group's movement or lack of it

_____ standard setting

_____ relieved group tension

____________________ tended to block the group today by:

_____ aggressivity & hostility

_____ defensiveness

_____ competitiveness

_____ withdrawing

_____ horsing around/humorizing

_____ dominating

_____ status seeking

_____ hung onto & pled for pet idea

_____ rejecting

_____ agenda jumping

THE VALUE OF DIFFERENT OCCUPATIONS

Module No. 3

Correlation:
Guidance

I. GOAL:

After counselors have directed learning activities in this and other *units*, the student should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the counselor has directed the learning activities indicated in this *module*, the students should be able to:

A. Value individuals in all types of occupations as contributing to the welfare of all.

B. Discuss feelings he/she possesses toward various careers.

III. COUNSELOR NOTES:

Prepare information on occupations in several different skill levels, economic levels, and "status" levels. It should be stressed that each occupation is very important and contributes in some manner to the welfare of all.

IV. LEARNING ACTIVITIES:

A. The group leader will present the major ideas from the group in the previous module, and introduce a list of different occupations.

B. Group members will discuss the occupations as presented by the group leader. They will explore their feelings toward the individual involved in such an occupation and express it honestly to the group.

C. As group members express their feelings, the group leader will help them express their feelings fully by using the technique of repeating what the student has said and asking for clarification.

D. Role play situations that express the value of garbage man, football manager, doctor, coach, etc.

E. The group will discuss the values of each occupation to society.

F. Discuss individual occupational concerns.

V. EVALUATION:

A. The group leader will evaluate (through observation) each group member that expresses specific feelings toward the occupations.

B. As the group proceeds, the leader should be alert to any changes in attitude, in order to learn if the students are beginning to see the value to society of workers in all occupations.

VI. RESOURCES:

A. *Book—Occupational Outlook Handbook*, United States Government Printing Office, Washington, D. C. 1973.

B. *File*—Occupational file found in most counselor's offices.

C. Materials produced by group in previous session.

D. *Activity Sheet*: 3a

Activity IIIA

GROUP GROWTH EVALUATION

Directions: In front of each of the items below there are two blank spaces. Rate your group on the characteristic as the group was initially and as it is now. Use a seven-point scale, where 7 is "very much" and 1 is "very little."

CLIMATE

Initially *Now*

_____ _____ 1. I am treated as a human being rather than just another group member.

_____ _____ 2. I feel close to the members of this group.

_____ _____ 3. There is cooperation and teamwork present in this group.

_____ _____ 4. Membership in this group is aiding my personal growth development.

_____ _____ 5. I have trust and confidence in the other members of the group.

_____ _____ 6. Members of this group display supportive behavior toward each other.

_____ _____ 7. I derive satisfaction as a result of my membership in this group.

_____ _____ 8. I feel psychologically close to this group.

_____ _____ 9. I get a sense of accomplishment as a result of membership in this group.

……

_____ _____ 10. I am being honest in responding to this evaluation.

……

DATA FLOW

_____ _____ 11. I am willing to share information with other members of the group.

_____ _____ 12. I feel free to discuss important personal matters with group members.

GOAL FORMATION

_____ _____ 13. I feel that I am oriented toward personal goals rather than toward helping the group achieve its objectives.

_____ _____ 14. This group used integrative, constructive methods in problem-solving rather than a win-lose approach.

_____ _____ 15. As a member of this group, I am able to deal promptly and well with important group problems.

_____ _____ 16. The activities of this group reflect a constructive integration of the needs and desires of its members.

_____ _____ 17. My needs and desires are reflected in the activities of this group.

CONTROL

_____ _____ 18. I feel that there is a sense of real group responsibility for getting a job done.

_____ _____ 19. I feel manipulated by the group.

_____ _____ 20. I feel that I manipulate the group.

CLASSIFYING OCCUPATIONS

Module No. 4 Guidance

I. GOALS:

After counselors have directed learning activities in this and other *units*, the student should be able to:

A. Understand the structure and methods of classifying occupations and recognize sources of information and experience.

B. Produce individuals who have had exposure to the world of work vicariously, simulated and/or real, to the extent that they have some comprehension of the diversity and complexity of work alternatives both available and appropriate to them.

II. PERFORMANCE OBJECTIVES:

After the counselor has directed the learning activities indicated in this *module*, the student should be able to:

A. Have a broad base of awareness of work roles that exist.

B. Understand and be able to use the DOT as an information source and as a means of classifying occupations.

C. Have had an orientation—vicarious, simulated and/or real, to several work role groupings which were selected by them.

D. Explore, in as real a manner as possible, several work roles that they have decided might be particularly appropriate to them.

III. COUNSELOR NOTES:

A. Have copies of *DOT* Vol I and II available.

B. Secure a copy of the fifteen occupational clusters and distribute to each student so they can better understand the broad classification used and the relationship of specific jobs to clusters.

C. Have filmstrips "You and the Changing World of Work", "Choosing Your Career" and "Your First Months on the Job", from the kit *Finding and Getting a Job*, set up and ready to show.

IV. LEARNING ACTIVITIES:

A. Students will make a list of all the occupations they can think of including some information about each.

B. Class discussion about occupations listed. (How did you first learn about these occupations? Where did you find your information? Do you know anyone working in these occupations?)

C. Students will add to their lists by making note of other occupations they see or become aware of going to and from school and/or at home on television, including some information about each.

D. Introduce Cluster concept (IV B).

E. Using the *DOT* and the "Guide for exploring Careers Through Occupational Groups", the students will look up ten occupations from their list and find such information as general description, temperaments, physical demands, general educational development, and other jobs that belong to each occupational group.

F. Students will view and discuss filmstrip "You and the Changing World of Work", "Choosing Your Career", and "Your First Months on the Job".

G. Students will contact local employers to make appointments for class visits. During the visits, the students will be allowed to interview workers in occupations of interest.

V. EVALUATION:

A. Through observation, the group leader should determine if students are familiar with requirements of their chosen occupations.

B. Students should feel free to discuss their occupational plans, likes, and dislikes, attitudes, values, and other conditioning factors with counselors and the group.

C. Students should be able to select a program of studies commensurate with their occupational plans.

D. Students will choose or state what occupation would be appropriate for them, activities performed, and where they could be employed locally, if possible.

VI. RESOURCES:

A. *Book—Occupational Outlook Handbook*, United States Government Printing Office, Washington, D. C. 1974.

B. *Files*—Occupational file in counselor's office. Student file in counselor's or main office.

C. *Activity Sheets*—IVA, IVB, IVC and IVD.

D. *Filmstrip Kit*—Finding and Getting a Job. (Kit) Society for Visual Education, Inc., S. V. E. 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project # 164)

Activity IVA

CLASSIFYING OCCUPATIONS

Select 4 occupations of your highest interest, list them below:

(1)____________________ (3)____________________

(2)____________________ (4)____________________

Using job analysis skills of interviewing and/or analyzing printed materials, classify several occupations for practice. Be sure you can correctly classify the occupations in which you are personally interested.

CATEGORY	#1	#2	#3	#4
INDUSTRY:				
Agriculture, Forestry and Fishing				
Mining				
Construction				
Manufacturing				
Transportation, Communication and Public Utilities				
Wholesale and Retail Trade				
Finance, Insurance and Real Estate				
Business and Repair Service				
Professional and Related Services				
Personal Services				
Entertainment and Recreation Services				
Public Administration				
DOT OCCUPATIONAL DIVISION:				
Professional, Technical and Managerial				
Clerical and Sales				
Service				

	#1	#2	#3	#4
Farming, Fishing and Forestry				
Processing				
Machine Trades				
Bench Work				
Structural				
Miscellaneous				
EDUCATION:				
College				
Vocational—Technical				
On-the-Job Training				
None Specifically				
INTEREST FIELD:				
Personal/Social				
Natural				
Mechanical				
Business				
The Arts				
The Sciences				
MAJOR ACTIVITY INVOLVED: Working with:				
People and Animals				
Ideas				
Things				

Activity IVB

OCCUPATIONAL CLUSTERS

1. Office Occupations
2. Marketing and Distribution Occupations
3. Consumer and Homemaking Occupations
4. Marine Science Occupations
5. Transportation Occupations
6. Agri-business and Natural Resources Occupations
7. Construction Occupations
8. Manufacturing Occupations
9. Public Service Occupations
10. Health Occupations
11. Fine Arts and Humanities Occupations
12. Environmental Occupations
13. Communication and Media Occupations
14. Hospitality and Recreation Occupations
15. Personal Service Occupations

Activity IVC

INFORMATION ON THE WORKER

Occupation____________________

Position____________________

Directions: After you have established a good relationship with the worker, try to obtain the following information. Do not ask the worker to fill in the sheet.

1. Why are you working?____________________

2. Why did you choose this type of work?____________________

3. How much leeway or freedom do you have in determining how you carry out the responsibilities of your position?

4. What are the greatest pressures, strains, or anxieties in your work?____________________

5. What special problems do new employees frequently have in adjusting in your field?____________________

6. What are the most important personal characteristics of being successful in your position?____________________

(Supervisor's opinion also)____________________

7. Are there pressures or demands on you outside of work that affect the performance of your job?____________________

8. Do you get more satisfaction from your work or from activities outside of work?____________________

Additional Comments: (Information that may be used in your narrative description.)____________________

Activity IVD

WORKER INTERVIEW—INTERESTS AND ABILITIES

1. How did you get this job? Was it the kind of job you had planned on getting while you were in school?
2. How did you perceive this kind of work before you got into it?
3. Is it different from what you expected? If so, how is it different?
4. What are some of the abilities that a person needs in order to do this work?
5. Have you discovered that you have some abilities and interests that you didn't know you had? If so, tell about them.
6. What are your greatest satisfactions from having this job?
7. What things about the job do you like least?
8. What do you see yourself doing ten years from now?
9. Based on your experience, what information or advice would you give to someone who is still in high school?
10. How interesting is your work?
11. How interesting was school to you? What were high and low interest areas?
12. What hobbies and leisure interests do you have?
13. What person or persons do you see as having influenced your career thus far?
14. What do you see yourself doing a) five years from now? b) ten years from now?

COMPARISON OF INTERESTS AND ABILITIES TO CAREERS

Module No. 5

Correlation:
Guidance

I. GOAL:

After counselors have directed the learning activities in this and other *units*, the student should be able to:

A. Appraise one's interests, beliefs, attitudes, values, needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations.

II. PERFORMANCE OBJECTIVES:

After the counselor has directed the learning activities indicated in this *module*, the student should be able to:

A. Locate materials that will provide information regarding requirements for occupations.
B. Know how to use the Occupational Outlook Handbook.
C. Understand how his/her abilities and limitations enter into his/her future career style.
D. Recognize how life style is connected with the occupation one engages in.

III. COUNSELOR NOTES:

Since each person is a unique individual with varied likes, dislikes, interests, abilities, etc., it is important that students are taught to appraise themselves objectively and accept themselves as worthy individuals who are able to work effectively within the confines of their abilities and limitations. The leader should exercise extreme care in seeing that all group members are made to feel important and worthwhile without passing value judgements on any chosen occupations either verbally or nonverbally.

Materials

1. OVIS Interest Inventory (or similar occupational interest inventory).
2. Filmstrip projector.
3. Filmstrip kits
4. Popeye Awareness Kit
5. Occupational books and files.

IV. LEARNING ACTIVITIES:

A. Administer the OVIS to all ninth grade students.
B. The leader will open with observations about skills and other requirements for certain occupations.
C. The group members will be encouraged to talk about an occupation (or occupations) in which they are interested. They should discuss the requirements for this occupation (or occupations). The members will be encouraged to receive informative materials from the leader about occupations.
D. Students will be encouraged to visit the counselor for an individual interpretation of EDS Standarized test scores. During these individual sessions, students should be encouraged to determine if they have the required capabilities for their chosen occupation.
E. Students will be asked to select a program of studies related to their tentatively chosen occupation.
F. In the final group session, students should state some of their chosen occupations and tell why they feel qualified for those occupations.

V. EVALUATION:

A. Through observation, the group leader should determine if students are familiar with requirements of their chosen occupations.
B. Students should feel free to discuss their occupational plans, likes, and dislikes, attitudes, values and other conditioning factors with the counselor and the group.
C. Student should be able to select a program of studies commensurate with their occupational plans.
D. Students will choose or state what occupation would be appropriate for them, activities performed, and where they could be employed locally, if possible.

VI. RESOURCES:

A. *Book—Occupational Outlook Handbook*, United States Government Printing Office, Washington, D. C. 1974.

B. *Filmstrips*

Career Exploration Kits—J. S. Latta

1. Automotive Repair (RESA V Career Education Project #138).
2. Clerical Occupations (RESA V Career Education Project #137).
3. Commercial Aviation (RESA V Career Education Project #141).
4. Municipal Law Enforcement (RESA V Career Education Project #140).
5. Repair and Maintenance (RESA V Career Education Project #139).
6. Overview (RESA V Career Education Project #139).

Your Working Future, Encyclopedia Britannica Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611.

1. Child Care Worker (RESA V Career Education Project #261).
2. The Fire Fighter (RESA V Career Education Project #264).
3. The Insurance Salesman (RESA V Career Education Project #265).
4. The Dental Hygienist (RESA V Career Education Project #263).
5. The Television Service Technician (RESA V Career Education Project #267).

    6. The Telephone Operator (RESA V Career Education Project #266).
    7. The Commercial Artist (RESA V Career Education Project #262).
    8. Computer Careers (RESA V Career Education Project #260).
- C. *Files*—Occupational file in counselor's office, "Popeye Awareness Library" (RESA V—Career Education Project #72), and student file in counselor's or main office.
- D. *Activity Sheets*—VA, VB, VC, VD and VE.

OHIO VOCATIONAL INTEREST SURVEY

CAREER EXPLORATION LEAFLET

216

Why An Interest Inventory?

The main purpose of an inventory like OVIS is to help you understand more about yourself and the world of work. OVIS provides some of the information you should think about as you plan your high school program, your education after high school, and your career.

Your measured vocational interests have been reported to you in the OVIS *Student Report Folder*. They are described in terms of twenty-four groups of jobs (or job clusters). All the jobs in the United States can be grouped into these twenty-four job clusters. In other words, OVIS provides a bridge between your personal interests in work activities and the more than 21,000 different kinds of jobs that exist today.

In your *Student Report Folder* you will find the job clusters that you seem to like most at the top of your Profile Chart and those that you seem to like least at the bottom. To understand fully what your OVIS Profile means you need to know more about the OVIS job clusters. The OVIS *Guide to Career Exploration* was designed to give you this information. In the *Guide* you will find detailed descriptions of the twenty-four scales or job clusters. As you use the *Guide*, you will want to compare what you learn about these job clusters with what you already know about yourself.

This *Career Exploration Leaflet* contains four charts that will help you bring together what you know about yourself and what you will learn about the OVIS job clusters that interest you most. To fill out the charts, you will need your *Student Report Folder* and a copy of the *Guide to Career Exploration*.

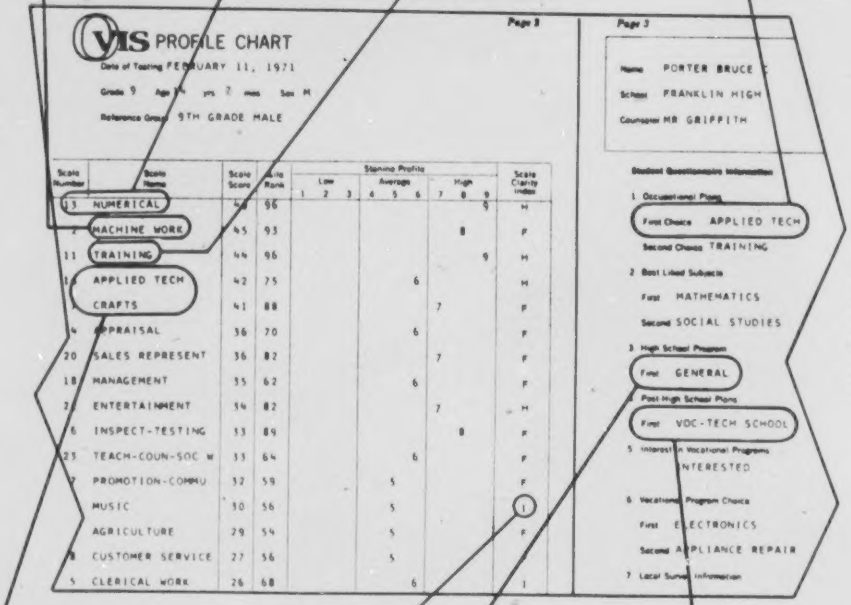
Copyright © 1972 by Harcourt Brace Jovanovich, Inc. All rights reserved. Printed in U.S.A.

What is machine work?

Do I have the necessary math skills?

What kinds of jobs are found in this area?

How do my plans compare with my measured interests?



Page 2

OVIS PROFILE CHART

Date of Testing FEBRUARY 11, 1971

Grade 9 Age 14 yrs 2 mos Sex M

Reference Group 9TH GRADE MALE

Scale Number	Scale Name	Scale Score	%ile Rank	Stanine Profile Low 1	2	3	Average 4	5	6	High 7	8	9	Scale Clarity Index
13	NUMERICAL	[illegible]	96									9	H
2	MACHINE WORK	45	93								8		F
11	TRAINING	44	96									9	H
[illegible]	APPLIED TECH	42	75						6				H
[illegible]	CRAFTS	41	88							7			F
4	APPRAISAL	36	70						6				F
20	SALES REPRESENT	36	82							7			F
18	MANAGEMENT	35	62						6				F
[illegible]	ENTERTAINMENT	34	82							7			H
6	INSPECT-TESTING	33	89								8		F
23	TEACH-COUN-SOC W	33	64						6				F
[illegible]	PROMOTION-COMMU	32	59					5					F
	MUSIC	30	56					5					I
	AGRICULTURE	29	54					5					F
[illegible]	CUSTOMER SERVICE	27	56					5					[illegible]
5	CLERICAL WORK	26	68						6				I

Page 3

Name PORTER BRUCE C

School FRANKLIN HIGH

Counselor MR GRIFFITH

Student Questionnaire Information

1 Occupational Plans
First Choice APPLIED TECH
Second Choice TRAINING

2 Best Liked Subjects
First MATHEMATICS
Second SOCIAL STUDIES

3 High School Program
First GENERAL

4 Post High School Plans
First VOC-TECH SCHOOL

5 Interest in Vocational Programs
INTERESTED

6 Vocational Program Choice
First ELECTRONICS
Second APPLIANCE REPAIR

7 Local Survey Information

Activity VA

In what way are these two scales alike?

Why are my interests inconsistent?

Would another program be better for the job I hope to enter?

Will this program train me for the job I hope to enter?

Activity VB

APTITUDES, ACHIEVEMENTS AND TESTING

NOTES AND QUESTIONS

I. Aptitude can be defined as an ability or potential to learn something. Achievement is what we have already learned.
   1. Aptitudes are strengths that we can measure roughly, develop and use to our advantage.
   2. An aptitude is what you have a knack or natural talent for. It is a natural ability which you must develop.
   3. Aptitudes, achievements and interests may or may not go together.
   4. There are many different types of aptitudes, for example:
      a. Artistic aptitude
      b. Athletic aptitude
      c. Mechanical aptitude
      d. Academic (school) aptitude

II. Using our knowledge of aptitude and achievement in decision making.
   1. Determining our aptitudes helps us to seek realistic goals; helps us estimate our chances of success; helps forecast the difficulty of learning a subject or job.
   2. We need to consider our pattern of aptitudes and look at our strengths and weaknesses, but it is a waste of time to merely dwell on weaknesses.
   3. Each elective school subject and occupational field has particular aptitude requirements, yet successful people with a variety of aptitude patterns are found in all fields of endeavor.

III. How to discover aptitudes and interests and demonstrate achievements.
   1. Try different activities.
   2. Testing: Tests can be time savers because they quickly estimate aptitudes and achievements.
      a. Tests are samples of our performance.
      b. Tests have errors in accuracy.
      c. Tests measure achievement on performance and from this we estimate aptitudes.

Activity VC

SCHOOL SUBJECTS AND WORK EXPERIENCES

Subjects	Grades	Things I disliked about each	Things I liked about each
Agriculture			
Art			
Business Education			
English (includes speech, journalism)			
Foreign Language			
Health			
Home Economics			
Industrial Arts			
Mathematics			
Music			
Occupations			
On-the-Job Training			
Psychology			
Physical Education			
Biological Science			
Physical Science			
Social Studies			
Other			
Work Experience			
Salary			

Discussion:

1. What patterns in your likes and dislikes are there which might affect your choice of vocation?
2. What do your grades and work reflect in terms of strengths and weaknesses which might affect your career choices?
3. What things, if any, about this record would you like to change? Can you change them?
4. Would you like this group or class to help you develop a plan for such a change? If so, discuss it with the group and write up a Career Development Contract.

Activity VD

SURVEY OF PREFERRED OCCUPATION

A. The Occupation

B. Promotion and Advancement
  1. Jobs through which I might enter the field
  2. Promotional opportunities
  3. Related occupations to which I might transfer

C. Employment Opportunities and Trends
  1. Immediate employment outlook
  2. Possible employment trends during the next ten years

D. Wages and Hours
  1. Salaries
    a. Beginning salary
    b. Salary range related to experience, promotional steps
  2. Wages
    a. Average number of hours worked per week
    b. Average number of weeks worked per year, seasonal aspects
  3. Vacation provisions
  4. Frings benefits (insurance, medical pensions, expense accounts, etc.)

E. Working Conditions
  1. Place of employment, transportation required
  2. Physical surroundings, morale factors, health conditions
  3. Employee and employer organizations
  4. Other conditions

F. Training Requirements
  1. Level of education required for entry and for promotions
  2. Types of post high school education necessary
    a. Where to obtain it
    b. Type, cost, and length of training
  3. Other requirements, such as licenses, special examinations, membership in tools and equipment, unions or other worker organizations

G. Personal Qualifications
  1. Physical and mental requirements
  2. Personality characteristics

H. Summary
  1. Advantages
  2. Disadvantages

ACTIVITY VE

VOCATIONAL INVESTIGATION WORKSHEET

The following is an outline to aid you in determining what you ought to investigate of a job analysis.

Job Title

A. Nature of the Work
  1. What kind of a job is this?
  2. What work would I actually perform if I were to enter this field?

B. Personal Requirements
  1. What type of interests does this job require?
    a. Do I possess these interests?
    b. How does my interest relate to the interest requirements of this job?
    c. Do my hobbies bear any relation to the types of interests required by this job?
    d. Could I develop interests such as this job requires?
  2. What abilities would I have to possess in order to enter and perform this job?
    a. Do I really possess these abilities?
    b. How do I know I possess these abilities?
    c. What do my tests indicate?
    d. Could I achieve or learn the skills necessary for this job?
  3. What type of personality does this job require?
    a. What are some personal qualities that would be necessary in this job?
    b. Do I possess these qualities?
    c. If not, could I develop these personal qualities?
  4. What are the health and strength requirements of this job? Is average good health enough? Are there any special physical requirements as to height, weight, eyesight, beauty, etc.?
  5. What values or attitudes would I have to possess in order to be happy in this type of work? Would the performance of this work cause me to violate any values or attitudes that I possess? Could I adjust to a situation in which I had to change some of my ideals, values or attitudes?

C. Preparation Required to Enter and Perform this Job
  1. Educational requirements
     What level and type of education is required (high school, college, trade school, apprenticeship, etc.)? Do my achievements thus far (grades, tests) indicate that I can reach this level of education? Are there any reasons why I cannot reach this level of education?
  2. Job experience required yes___ no___
     Type and length
     Next job in line of promotion
     Promotion opportunities
  3. Other Requirements: Union
     License
     Special Examinations
  4. Supervision

Item 2

CAREER EDUCATION
CONSULTING PACKAGE

Pack I

Counselors

CAREER EDUCATION PROJECT
REGION V EDUCATIONAL SERVICE AGENCY
1210 13th Street
Parkersburg, WV 26101

STATEWIDE DISSEMINATION WORKSHOP IN CAREER EDUCATION HELD IN PARKERSBURG, WEST VIRGINIA, FEBRUARY 5, 6, AND 7, 1976, SPONSORED COOPERATIVELY BY

Region V
Regional Education Service Agency
Career Education Project
1210 Thirteenth Street
Parkersburg, West Virginia

West Virginia Department of Education
Bureau of Vocational, Technical and Adult Education
Charleston, West Virginia

and

Marshall University
Huntington, West Virginia

COUNSELOR CAREER EDUCATION CONSULTANT PACKAGE

General Statement

The consultants' materials found in this package were developed by professionals in the Region V area to be used as a guide that may be adapted or adopted as the presenter wishes.

It should be noted that many other articles are available that provide good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

How to find transparencies and handouts

All transparencies and handouts numbered with the letter C can be found in the back of this section. All others can be found in the General Transparencies and Handout section at the back of the package.

CAREER EDUCATION CONSULTANT'S PACKAGE FOR COUNSELORS

OUTLINE

I. General Overview of Career Education
   - A. Introduction
   - B. Background Information
   - C. Definition
   - D. Justification

II. Techniques and Methods of Implementation of Career Education
   - A. Basic Considerations
     1. Support of administration and other key persons
     2. Total school involvement
     3. Development of Career Resource Center
     4. Needs assessment
   - B. Success Story
   - C. Cautions
   - D. Additional Resources

I. General Overview of Career Education

A. Introduction

I, myself, am a perfect product of career education. I've had 62 jobs, beginning as an errand boy. I learned nothing from any of them, except what you learn from training — which, of course, has nothing to do with education. There is no intellectual discipline whatsoever involved in the proper making out of a sales check. There is no dignity whatsoever in being a garbage collector. Garbage collecting is not part of the health science, it is garbage collecting. Until we tell our citizenry that the antique work ethic has been outmoded, we are going to fool our young citizens. Until we tell them that it is hopeless to look for fulfillment in most of the jobs that are available to them, we are fooling them.[1]

This is why we need Career Education.

Now I think it is a great credit to us that we in the United States can say that 64 per cent of our high school graduates at least enter higher education. As I meet in international sessions with ministers of education from throughout the world, they don't believe that. When they ask for an exchange of data, the Minister of Education of Itlay, for example says his country has reached 11 per cent and that this is great. Then they ask, "Marland, What's yours?" I say 64 per cent, and they say something like "You're crazy, you know. You can't do that." Well, maybe we shouldn't.[2]

B. Background Information

Page 5 down to last paragraph from Career Education Curriculum Materials Resource Guide, by RESA - Region V.

Does not include last part (dates, etc.).

C. Definition

Page 6 from Career Education Curriculum Materials Resource Guide, by RESA V - Region V.

(Handout to participants) (All of page 6)

D. Justification

Pages 3 and 4 from same resource (all of both pages).
Handout H-1 - Cipher In The Snow or film Pack Your Own Chute, RESA V Film Library - MP1471

---

[1] from What Is Career Education
A Conversation with Sidney P. Marland, Jr., and James D. Koerner, page 21

[2] Ibid, page 19

Transparency T-1 - from Career Education: A Handbook for Implementation, U. S. Department of Health, Education and Welfare
Transparency T-2 - from A Study of Career Education in Lincoln County, by Dr. LeVene A. Olson
Handout -- "Program Goals and Objectives for Career Education", pages 7 and 8 (all of these pages) from Career Education Curriculum Materials Resource Guide, by RESA V.

II. Techniques and Methods of Implementation of Career Education

A. Basic Considerations

1. Support of administration and other key persons
2. Total school involvement
3. Development of Career Resource Center
4. Needs assessment

B. Success story - presenter will draw from his background to relate successful career education experiences.
Handout HG-6 - from appendix.

(If time permits, a values clarification activity may be selected from the appendix).

Handout both pages 13 and 14, "Process Objectives (Learning Activities) for Career Education" from Career Education Curriculum Materials Resource Guide

C. Cautions

1. Take it easy - don't try to sell entire package
2. Use of tests
3. Closed minds of students after early decision
4. Too much of one type of activity
5. Limited knowledge on careers of teachers and counselors

D. Additional Resources

1. RESA - Region V
2. State Department of Education
3. U. S. Office of Education
4. Dr. LeVene A. Olson, Marshall University

III. Questions and Closing Remarks

A PRESENTATION OF CAREER EDUCATION TO JUNIOR HIGH COUNSELORS AND TEACHERS

Presented to
the Workshop Staff

RESA V Career Education Summer Workshop

In Partial Fulfillment
of the Requirements for VTE 582
Career Education: Consulting Methodology

---

by

I. F. Hughes

August 1975

The following is a proposed address to a group of junior high school counselors, but it can be adapted for use with teachers. Its purpose is to stress the importance of having counselors and teachers to increase their involvement in career education, show some possible ways in which they may further their involvement in career education, get them involved in one simple activity, and let them know where they can get more information about career education.

OUTLINE

I. Opening remarks
  A. Topic of discussion: career education
    1. General term
    2. The need for adequate definition
  B. Need for understanding
    1. Presenter will try to be clear
    2. Questions will be welcome throughout
  C. Anecdote concerning understanding

II. Definition of career education
  A. Many definitions of career education
  B. The goal of career education
  C. Career education as a process

III. Four stages of career education
  A. Transparency #1 - the four stages of career education
  B. Explain each stage
    1. Awareness
    2. Orientation (most important stage to the group addressed)
    3. Exploration (also important)
    4. Preparation

IV. Counselor responsibilities
  A. Areas where counselors are already active
    1. Career information dissemination
    2. Test interpretation
    3. Scheduling
    4. Individual and group counseling
  B. Counselors' goals
    1. Development goals for students
    2. Close association of career education goals and counselor goals (Transparency TG-1)
  C. Counselor activities
    1. Convincing faculty and administration
    2. Resource person
    3. Career education coordinator
    4. Expansion of present individual and group counseling to include career groups and sessions

V. The presenter should now separate the large group into several small groups and conduct them as he would one of the modules from the group guidance section of the Career Education Curriculum Materials Resource Guide.

VI. Show the first filmstrip of the Career Development - Career Values series #300 RESA V, along with the accompanying cassette.

VII. Closing remarks
  A. The filmstrip as example of career education material presently being made available
  B. Materials available from RESA V materials library
  C. Counselor access to large amounts of effective career education materials

PRESENTATION

I am here to give you some information about career education. This is a general term for a process which has been going on for a long time. It is important that you understand what I am trying to get across. In other words, we must be speaking the same language about the same thing.

It reminds me of a story about a little boy and his teacher. The little boy had sneaked out of the playground and gone to the local store at recess to get himself a popsicle. When he got back to school, he found that he did not have time to eat it before the recess ended, so he put it in his pocket and entered the classroom. In spite of his efforts, he arrived late.

His teacher, as some of us are prone to do, chose to make a point of the tardiness by asking him, "We have been studying about France. Can you tell me in what continent France is located?"

The boy considered and asked, "Is it the American?"

"No."

"The African continent?"

"No."

He was caught and knew it, but he wouldn't give up. He tried to think of the answer for such a long time that his teacher became exasperated and said in a sharp tone, "European!"

He was indignant. "I am not!" he declared. "My popsicle just melted!"

There was a communication gap between the boy and his teacher. In order to prevent that kind of gap from developing between us in this session, please stop me and ask questions any time you wish.

One problem plaguing career education today is that it means different things to different people. To some, it means vocational education classes, where students get specific training only. To others, all education is career education. The truth lies somewhere in between.

Career education is an approach to the total education of a person from early childhood education through the adult years. In this approach, the curriculum is refocused to give greater attention to the development of self identity, educational understanding, and career potential in children and youth. Some educators contend that the process must continue throughout the working career of adults, but until the philosophy of the school system changes, you and I will not be able to operate a comprehensive career education program for adults.

Before proceeding, I must make it clear that in referring to the term "career", I do not mean one job that a person may have. Instead, a person's career consists of many jobs. All of us here, I am sure, have held more than one position. Some of us will go on to other jobs.

Career education is more than serving up some facts and figures about a large number of occupations and letting the children make a choice. We must remember that the long range goal of career education is to help students become more responsible individuals who are capable of making and implementing accurate career choices in a complex and changing society. We must prepare them so that they will be able to make accurate choices long after they leave the school setting.

Most advocates of career education believe that career education is a process, rather than a separate program of study. For this reason, it should be incorporated into regular subject matter, rather than taught as a separate subject. This does not exclude the addition of certain career education classes to the curriculum, but this might make the program expendable in the future. Career education is not a frill added to the curriculum, but an integral part of the total education process.

The four stages of career education in public schools are awareness, orientation, exploration, and preparation. I will try to tell a little about each stage.

*Career awareness is designed for grades K-6. It is designed to give children an awareness of relationships among self, education, and careers. Experiences are provided to help students identify their likes, dislikes, fears, needs, abilities, disabilities, aptitudes, and limitations. The dignity and worth of others, social relationships, many different meanings of "work", and the need for planning are illustrated.

Career orientation is the next phase and it is to be provided in grades seven and eight. This is the stage in which we are most interested. In this phase, greater emphasis is placed on experiences related to self-identity. We all know that this is a great need of the junior high age group. Also, at this stage, some emphasis is placed on ability and aptitude testing, and relating this to present concerns and future potential.

The next stage is career exploration in grades nine and ten. At this point, students begin to get some actual "hands-on" experience and more specific information about occupations. At the high school level, students are forced to make tentative decisions related to interest and disinterest. It should be stressed that these choices are tentative and not absolute. I know of a school where the students were forced to make a choice of academic, general, or vocational studies at the end of their eighth grade year. They then had to stay in that block for four years of high school and could not change at all. This kind of inflexibility makes a mockery of career planning and career education. Emphasis during career exploration is on exposing the student's self-identity to real situations. There are a number of ways to accomplish this. (Possibly give examples).

*At this point use Transparency #2 (Career Education Model for Grades K-14)

Career preparation occurs during the junior and senior years of high school. This is vocational training as we are familiar with it. Students should have made some tentative choices and are being provided with entry level skills for jobs in many related occupations. Some will get jobs upon completion of their training and some will go on to post-secondary training.

Throughout the total process, career education should not "water down" academic subjects, but should enrich them and make them more meaningful and interesting.

Where do counselors fit in?

Obviously counselors cannot find the time to become involved in all phases of career education. We cannot enter the classroom and teach career education without neglecting our other duties. What, then, can we do?

Counselors are actively involved in career education by the very nature of the profession. We disseminate information about occupations and post-secondary training institutions. We have files and stacks of such information.

We have the students' files with the results of achievement and aptitude tests, which we interpret to them.

Many students with whom we are involved have difficulties with self-awareness. Counselors help them develop an awareness of themselves and their role in society.

Counselors are involved with scheduling and this has a great impact on career education and career planning. We know that the paperwork of this duty keeps us buried, however.

Counselors are also involved in the decision-making process in many ways, both direct and indirect. Thus, we can say that we are contributing a great deal to career education, and indeed, we are. But before we begin congratulating ourselves, patting ourselves on the back and feeling smug, I will say that we must do more!

Through counselor training, we learned that our goals were those in the following list, or in a list analogous to it.

*To develop in the child:

1. a positive self-concept.
2. a sense of control of his destiny.
3. interpersonal skills.
4. the ability to form good community relationships.
5. positive work attitudes and worker discipline.
6. employability skills.

In addition, Dr. Sunny Hansen, of the University of Minnesota, has stated that a further goal is "to integrate self-knowledge with environmental knowledge". This seems to boil down to the philosophy of Frank Parsons, who began the guidance movement in the early 1900's.

We can see that the goals of counseling and career education are nearly the same. How then, can the counselor help implement career education in the school?

One way is to use your influence with the faculty. "Talk up" career education to the principals and teachers as much as possible.

Some schools use counselors as resource persons in career education. In some cases the counselor is the career education coordinator. They help teachers plan the curriculum so that the students do not study the same unit repeatedly. In many schools, the counselor continues in presenting functions by providing the occupational information to teachers for their units in career education.

Another way the counselor can become more involved in career education

*At this point insert transparency TG-1.

is to expand the present role by conducting individual or group counseling sessions with a specific career education goal in mind. While it is true that these sessions might be counselor-directed rather than student-directed, the benefits will outweigh the disadvantages.

(The presenter would then separate the group into smaller groups and conduct them as he would with module one in the group guidance section of the resource guide.)

(After this exercise is completed, the presenter will show the first filmstrip of the Career Development - Career Values series, #300 RESA V, along with the accompanying cassette. This would be used as an example of the materials available.)

(In closing, the presenter would give the address of the RESA V materials center to those who are interested in further information.)

To develop in the child:

1. a positive self-concept.
2. a sense of control of his destiny.
3. interpersonal skills.
4. the ability to form good community relations.
5. positive work attitudes and worker discipline.
6. employability skills.

WORKER INTERVIEW - INTERESTS AND ABILITIES

1. How did you get this job? Was it the kind of job you had planned on getting while you were in school?
2. How did you perceive this kind of work before you got into it?
3. Is it different from what you expected? If so, how is it different?
4. What are some of the abilities that a person needs in order to do this work?
5. Have you discovered that you have some abilities and interests that you didn't know you had? If so, tell about them.
6. What are your greatest satisfactions from having this job?
7. What things about the job do you like least?
8. What do you see yourself doing ten years from now?
9. Based on your experience, what information or advice would you give to someone who is still in high school?
10. How interesting is your work?
11. How interesting was school to you? What were high and low interest areas?
12. What hobbies and leisure interests do you have?
13. What person or persons do you see as having influenced your career thus far?
14. What do you see yourself doing a) five years from now? b) ten years from now?

HC-2

VALUES RANKING

Arrange the following values in order of their importance to you as guiding principles in your career planning.

1. Security
2. Wealth (money)
3. Independence (being your own boss)
4. Helping others
5. Power (authority or influence over others)
6. Recognition (being noticed, feeling important)
7. Justice (fairness)
8. Knowledge
9. Beauty
10. Health
11. Happiness (contentment)
12. Inner harmony (freedom from inner conflict)
13. Equality (brotherhood, equal opportunity for all)
14. A sense of accomplishment (making a lasting contribution)
15. Mature love (sexual and spiritual intimacy)
16. Other values...

LIFE PLANNING LABORATORY

Time: 9:00 - 7:00

Purpose: To help participants clarify and identify their role in life, and to think constructively and realistically about the future. To help students in the process of influencing their own futures.

Structure: Students, in groups of 4 or 5, work through a series of structured activities which are completed in 2 one-half day sessions.

(Optional) Draw picture of self at age 10
Unstructured sharing

I. Life Line (20 minutes)

Draw base line marked by 2-year segments, up to and beyond present age. Life line can be horizontal or a curve representing "ups and downs." Indicate significant events of past life--key or turning points. Project line and events into the future as you see it.

Share and explain the life line and significant experiences with others.

II. Self-Description (30 minutes)

Write 10 adjectives or descriptive phrases (on separate pieces of paper) which apply to or describe you as you are now. Arrange them in rank order (1 being most descriptive of you or most important).

Explain and discuss your self-description with your group. Give feedback to others as they share their items.

III. Eulogy and Epitaph (10 minutes)

Eulogy: Write your own eulogy and epitaph, as you would like to have appropriate when you die; perhaps the kind of thing you'd like to have read at a memorial service for you. Not where you are or what you are now, but where you'd like and hope to be and what you'd like and hope to be by that time.

Epitaph: Inscription for tombstone.

Share eulogy and epitaph with each other (20 minutes).

IV. Fantasy

Take a point 5 or 10 years from now. Fantasize the "perfect week." What will you be doing, who will be with you, where will you be, what will you be like, etc.? (10 minutes)

Share the fantasies with the others.

Optional for tonight. If this is where I want to be, what do I need to start doing now? What do I need to stop doing? These action components can be shared and discussed with partners so that they can give feedback and perhaps give you other things you hadn't thought of. (20 minutes)

V. Life Inventory (10 minutes)

Filling out forms answering the items in VI.

VI. Discussion of Life Inventory (60 minutes)

Items: Great or peak experiences I've had.
Things I do badly and/or would like to stop doing.
Things I do well.
Things I would like to learn to do well and/or experiences I would like to have.

VII. News Release (15 minutes)

May be feature article...but fairly brief (1 page)...news release on your life written by either a close friend, colleague, or a professional reporter at some point fairly far down your life line. Write what you would like to have written about you and what you might also be able to accomplish...a statement you like to read...include your predominant life roles/accomplishments/pleasures...

VIII. Sharing of News Releases (45 minutes)

IX. Goal Setting (50 minutes)

Things I want to do starting right now.
Long-term goals.
How do I get started?

X. Evaluation and Closing

VALUE PREFERENCE EXERCISES

Discuss your preference in each of the following situations:

A. To defend your belief even though you know your action may make you less popular with your co-workers.

B. To keep silent about your beliefs in order to keep the approval of your co-workers.

A. To work in an office where the beginning pay is good, but the physical surroundings are unattractive and co-workers are ill-mannered.

B. To work in an office where the beginning pay is less, but the physical surroundings are good, and co-workers are well-mannered.

A. To marry early and have a family.

B. To work for a while before marriage.

(THINK UP SOME MORE VALUE PREFERENCE CHOICES)

MY VALUES - SELECTING ALTERNATIVES

Directions: Here are a number of sets of alternatives. Read them over and decide in each case whether you would prefer choice A or choice B. Check your preference in the space provided. There are no right or wrong answers; either alternative may be right for you. In class discussions on this activity sheet, be prepared to explain your choice.

Which would you choose?

A. A job that pays $250 a week but involves constant travel
B. A job of the same type paying only $125 a week but allowing you to stay home

A. To live in a small quiet town but not be able to do the type of work you are interested in
B. To get into the field you like but have to move to a large city

A. To marry early and have a family
B. To work for a while before marriage

A. To get above average grades in high school but to have to give up many social activities in order to devote your time to study
B. To get just-passing grades and have enough time left after study to keep up a full schedule of social activities

A. To be an outstanding athlete
B. To be a student government leader

A. To defend your beliefs even though you know your action may make you less popular with some of your classmates
B. To keep silent about your beliefs in order to keep the approval of your classmates

A. To go to a concert
B. To go to a ball game

A. To spend your free time just having fun with your friends
B. To give your free time to community service projects

A. To spend free time in reading or quiet activities
B. To keep yourself busy by joining clubs and working on committees

A. To have a job and independence immediately after high school
B. To give time to further education or training in order to qualify for a better job

A. To make lots of money
B. To have prestige, be a leader, and have others look up to you

Summary discussion: What are the important values for you in establishing priorities? Do you actually take action in your life consistent with your priorities? Give examples.

CAREER EDUCATION CONSULTING PACKAGE

Pack II

Primary K-3

CAREER EDUCATION PROJECT
REGION V EDUCATIONAL SERVICE AGENCY
1210 13th Street
Parkersburg, WV 26101

STATEWIDE DISSEMINATION WORKSHOP IN CAREER EDUCATION HELD IN PARKERSBURG, WEST VIRGINIA, FEBRUARY 5, 6, AND 7, 1976, SPONSORED COOPERATIVELY BY

Region V
Regional Education Service Agency
Career Education Project
1210 Thirteenth Street
Parkersburg, West Virginia

West Virginia Department of Education
Bureau of Vocational, Technical and Adult Education
Charleston, West Virginia

and

Marshall University
Huntington, West Virginia

PRIMARY CAREER EDUCATION CONSULTANT PACKAGE

General Statement

The consultants' materials found in this package were developed by professionals in the Region V area to be used as a guide that may be adapted or adopted as the presenter wishes.

It should be noted that many other articles are available that provide good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

How to find transparencies and handouts

All transparencies and handouts numbered with the letter P can be found in the back of this section. All others can be found in the General Transparencies and Handout section at the back of the package.

GENERAL INFORMATION

SUGGESTIONS

I. Use visual TP1 and handout HP1 "Myths About Career Education". Allow time for group to take the test then discuss answers.

II. Flash visual TP2 "The Bear Facts". Use as an attention-getter for parts 3 and 4.

III. Use visuals TP3.1 and TP3.2 and explain functions of RESA V staff; federal, state, and local programs from 1971 to 1975. Use HP2 as an alternative discussion page or handout.

IV. Use pages 3, 4, 5 and 6 from Career Education Curriculum Materials Resource Guide for basic facts for justification, definition, and background information. Also, use visual T2 to show "Career Education Components".

V. Handout H2 "Straight Answers On Career Education" and discuss.

VI. Tell about 15 Occupational Clusters and give them HP3.1 thru HP3.15 as material to be used in classrooms for bulletin boards, childrens' career education books, or creative writing lessons. They can also be made into visuals, posters, research activities, role-playing, and general information.

HP-1

ANSWER TRUE OR FALSE BY EACH STATEMENT

_____ 1. Career education is really vocational education renamed.

_____ 2. Career education will demand complete curriculum revision.

_____ 3. Career education is another subject added to the curriculum.

_____ 4. Career education is for dropouts and the slow learners.

_____ 5. Career education should be taught and administered by the guidance counselors.

_____ 6. Moving to career education will cause wide spread teacher retraining and recertification.

_____ 7. Career education will cost more than the school system can afford.

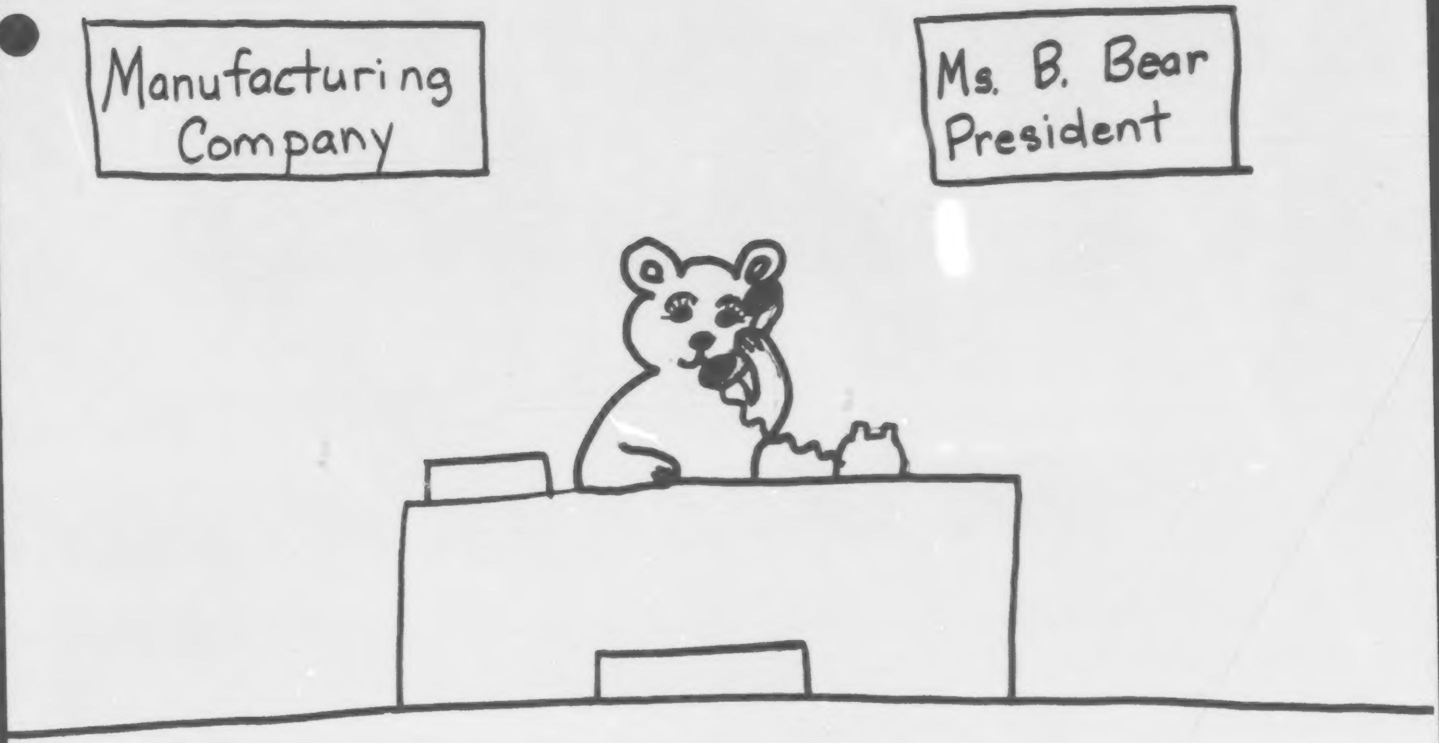
_____ 8. Our school board and business community would never agree to accept career education.

Notes

1. The purpose of the School-Based Comprehensive Career Education Model is to infuse career development concepts into all courses of study from kindergarten through the twelfth grade. The contractor for this model is the Center for Vocational and Technical Education at Ohio State University in Columbus, Ohio.
2. The purpose of the Experience-Based Career Education Model is to utilize the community for the development of career planning, guidance, and learning resources for students age 13 to 18. The contractors for this model are the Appalachia Educational Laboratory, Far West Laboratory for Research and Development, Northwest Regional Laboratory, and Research for Better Schools, Inc.
3. The purpose of the Home-Base Model is to provide career development experiences to home bound children, youth and adults. Its focus is on the development of self understanding and career potential.
4. The purpose of the Residential-Based Career Education Model is to provide counseling, remedial education, training, family skills, life skills, guidance, and placement for the entire family.
   The contractor for this model is: Mountain Plans Education and Economic Development Program, Inc.

1. Agriculture and Natural Resources

Agriculture
Forestry
Mining
Petroleum
Wildlife


Manufacturing Company
Ms. B. Bear President

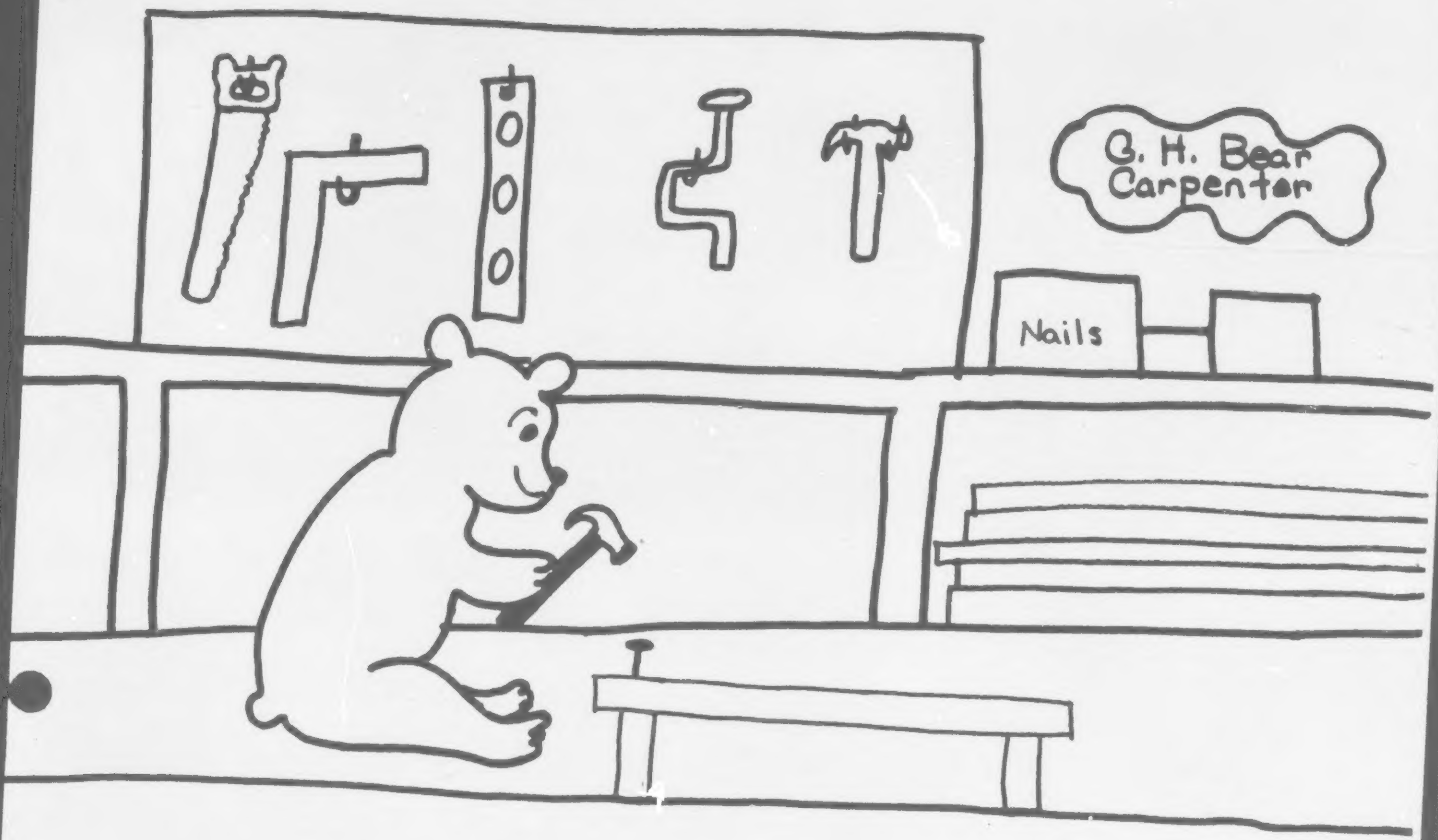
2. Business and Office

Accounting
Finance
Management
Personnel
Secretarial

On the Air
WNTV

3. Communications and Media

- Broadcasting
- Journalism
- Motion Pictures
- Recording
- Telephone

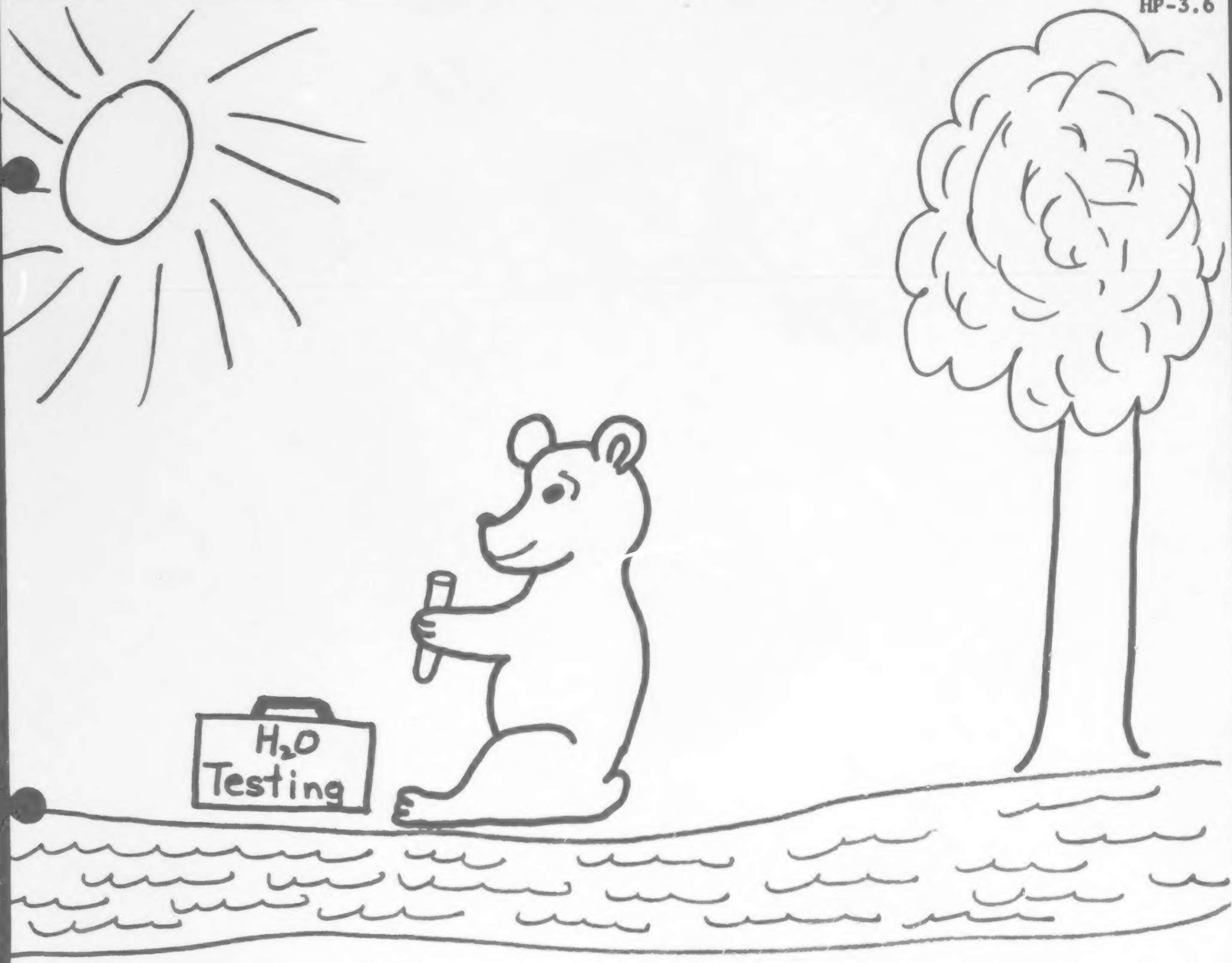

G. H. Bear
Carpenter
Nails

4. Construction

- Electrical
- Finishing
- Masonry
- Metal
- Wood

5. Consumer and Homemaking

Child Development
Clothing
Food
Home Management
Household Equipment


H_2O
Testing

6. Environment

Air
Plants
Soil
Water
Wildlife

7. Fine Arts and Humanities

Historical
Performing Arts
Religion
Visual Arts
Writing

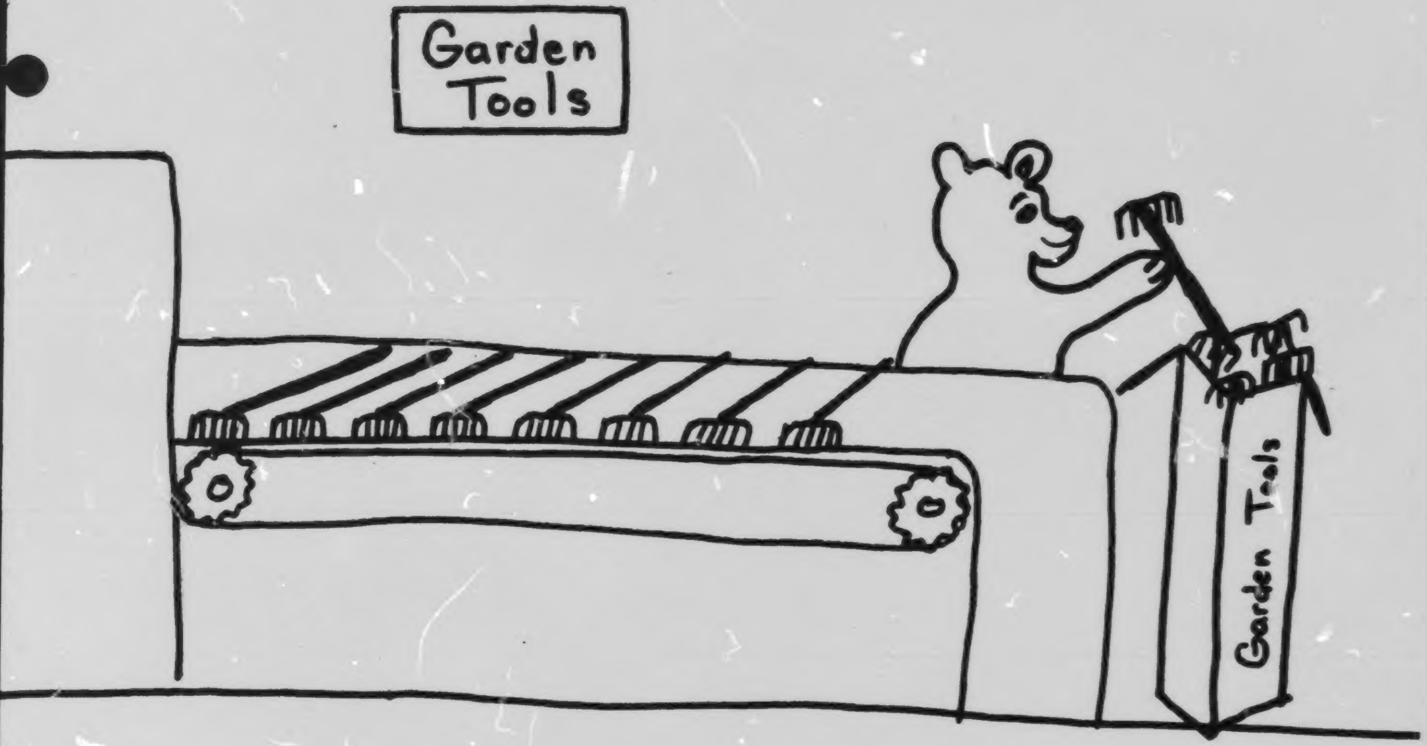
8. Health

Administration Services
Emergency Services
Personal Services
Pharmaceutical Services
Supportive Services

C.C. Bear's
Travel Agency
Fly to the land of Honey

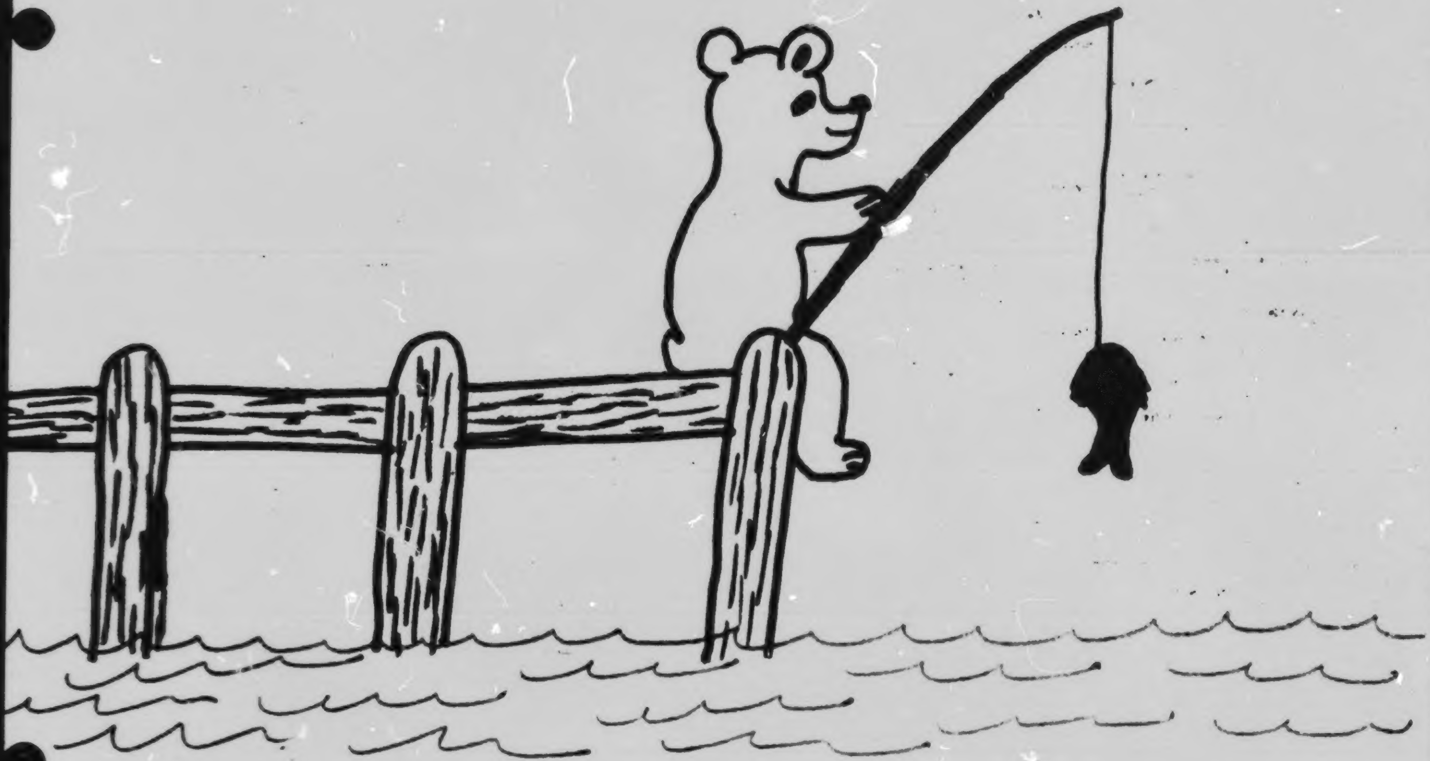
9. Recreation and Hospitality

- Industrial Recreation
- Private Recreation
- Public Recreation
- Transportation
- Travel Agencies


Garden Tools
Garden Tools

10. Manufacturing

- Engineers
- Technicians
- Skilled Workers
- Semi-skilled Workers
- Unskilled Workers

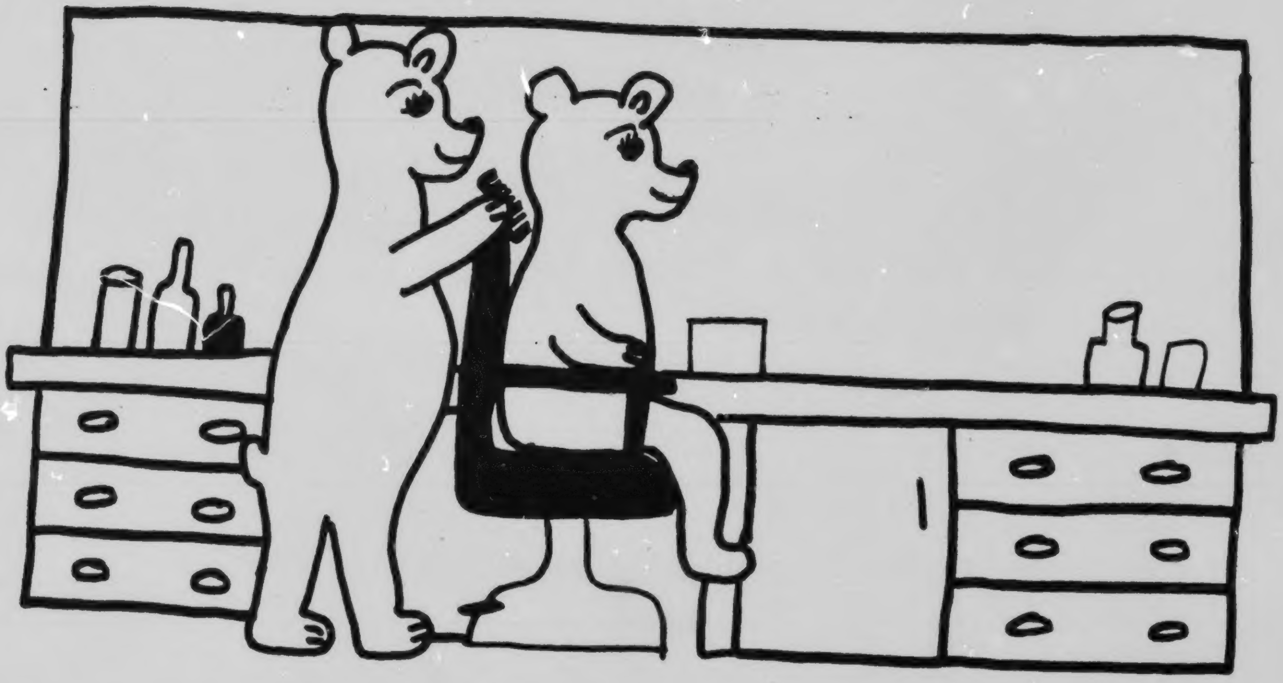


11. Marine Science

Aquaculture
Fishing
Mineral and Chemical Extraction
Research
Support Personnel

12. Marketing and Distribution

- Distribution
- Management
- Purchasing
- Promotion
- Sales



13. Personal Services

- Apparel Services
- Beauty Services
- Domestic Services
- Food Services
- Lodging Services

U.S. MAIL
U. S. MAIL

14. Public Services

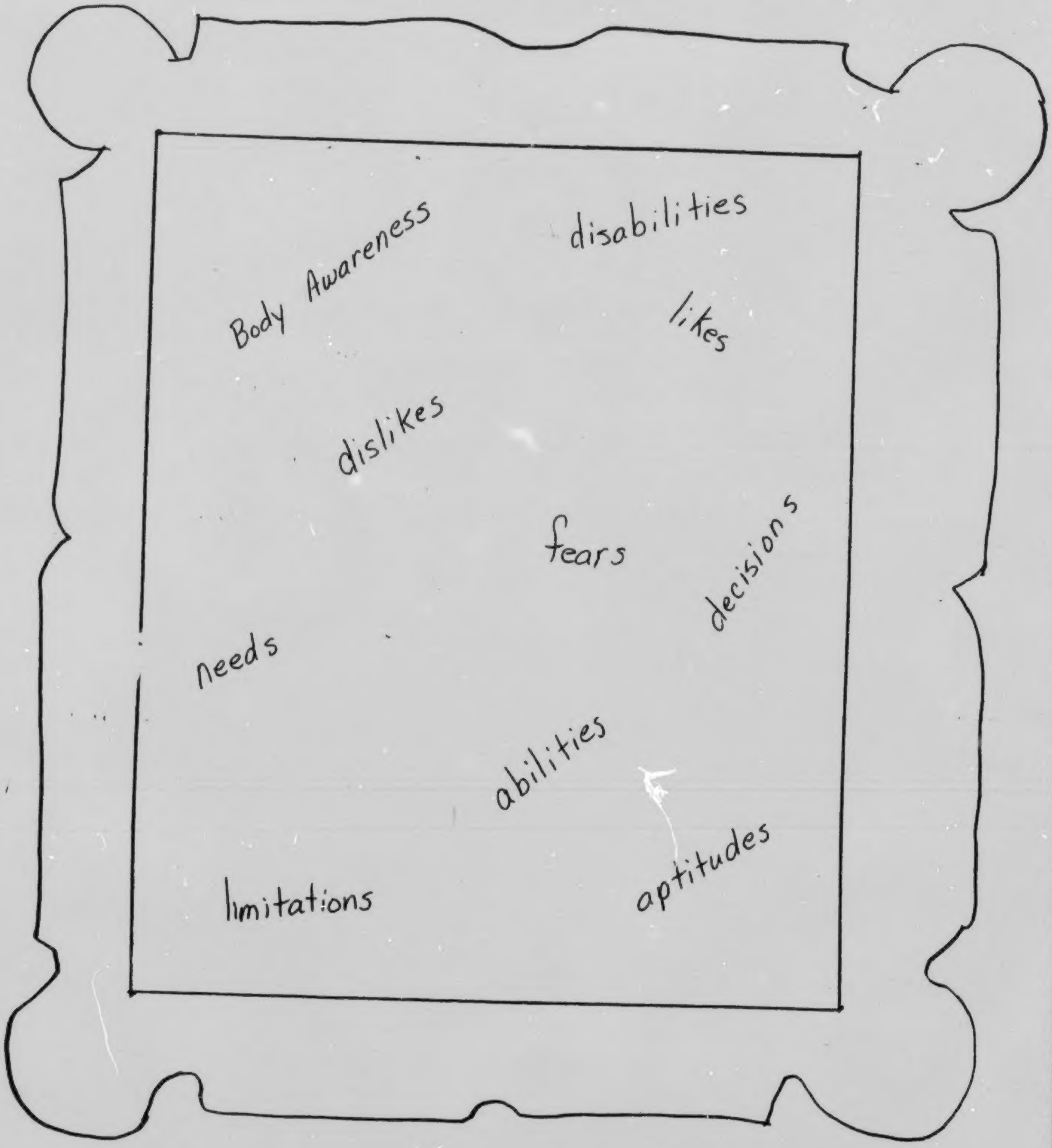
Education
Health
Postal
Protective
Utility

15. Transportation

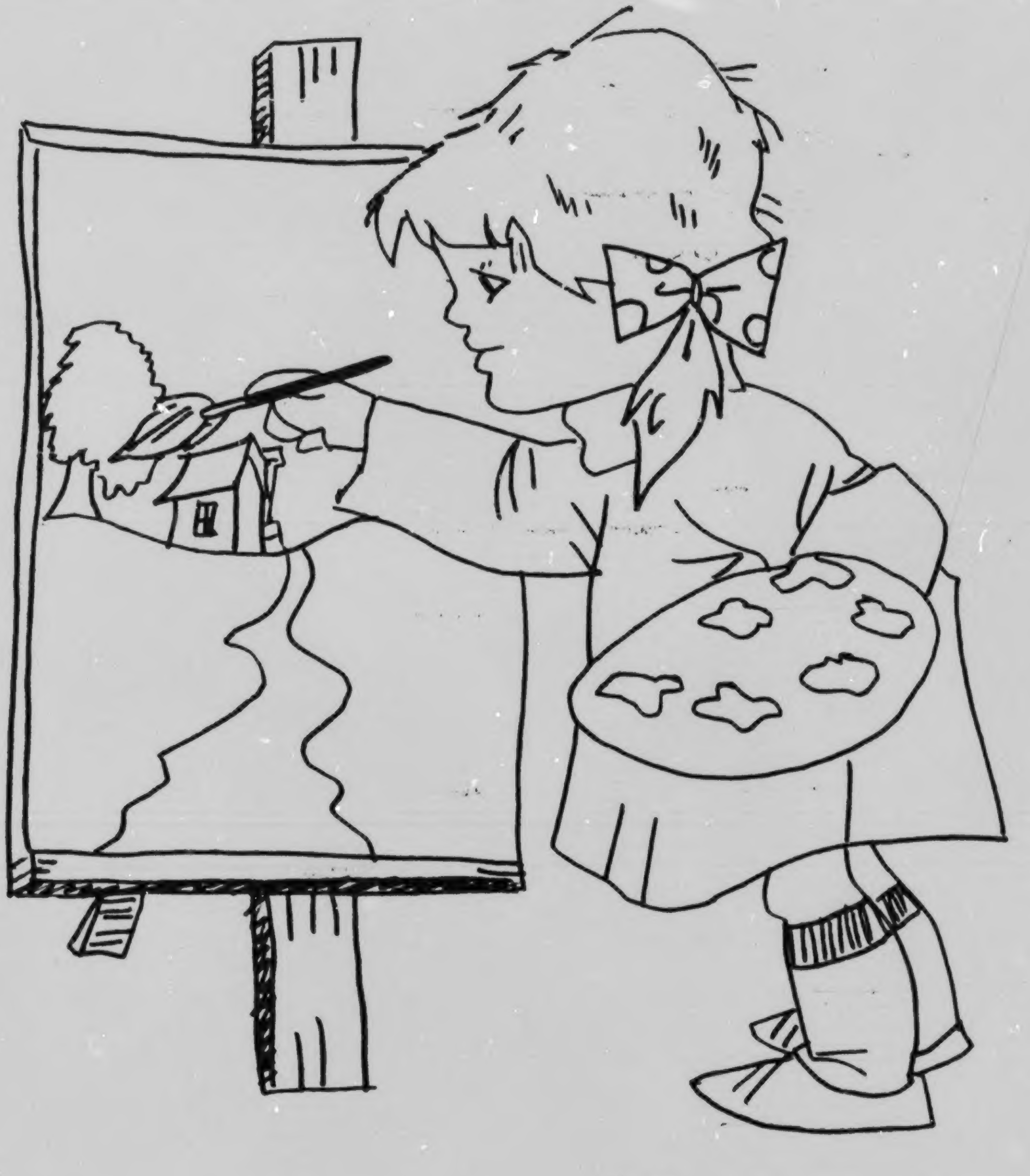
- Air
- Highway
- Pipeline
- Rail
- Water

HP-4.1

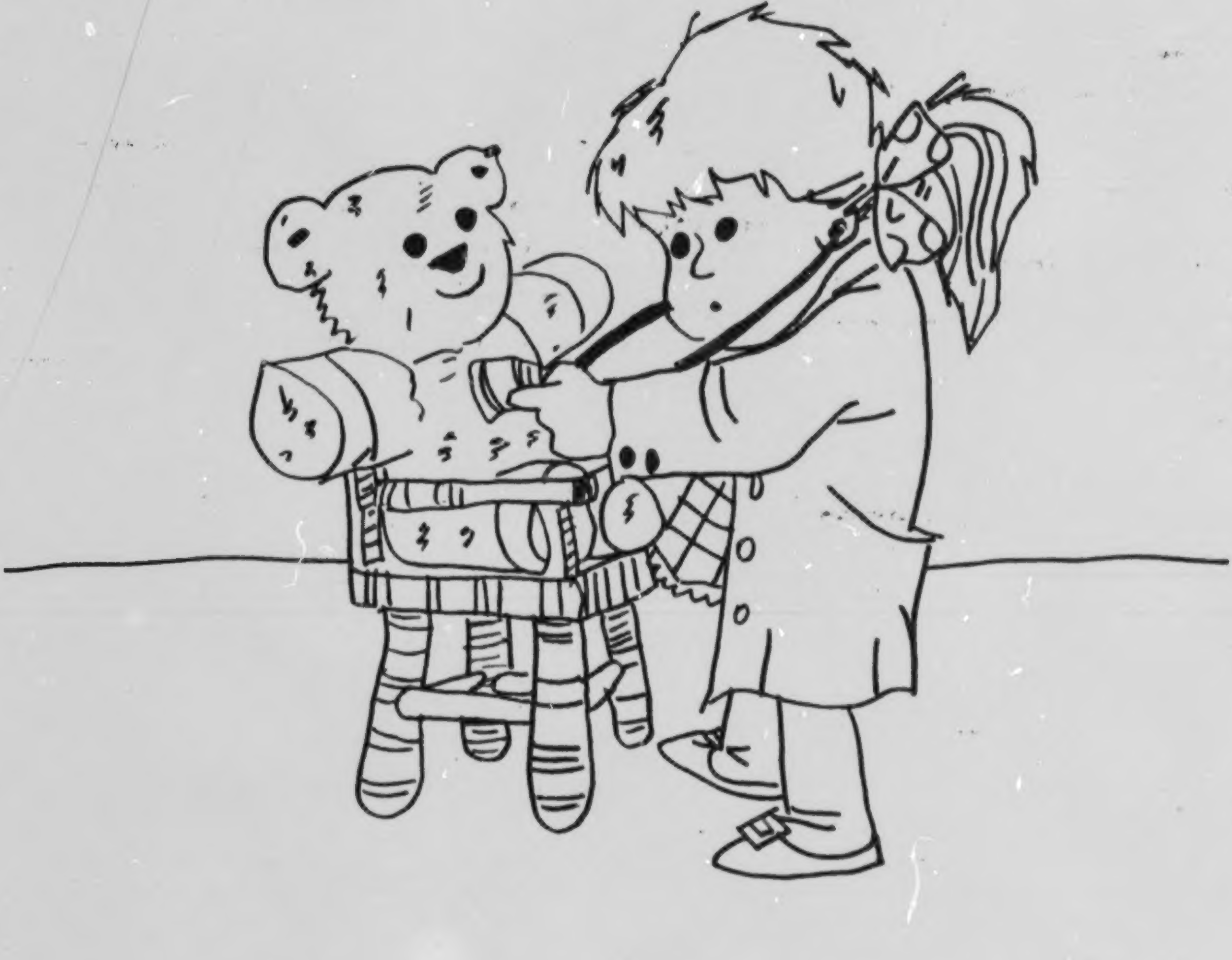
Learn About Self


Body Awareness
disabilities
likes
dislikes
fears
decisions
needs
abilities
limitations
aptitudes

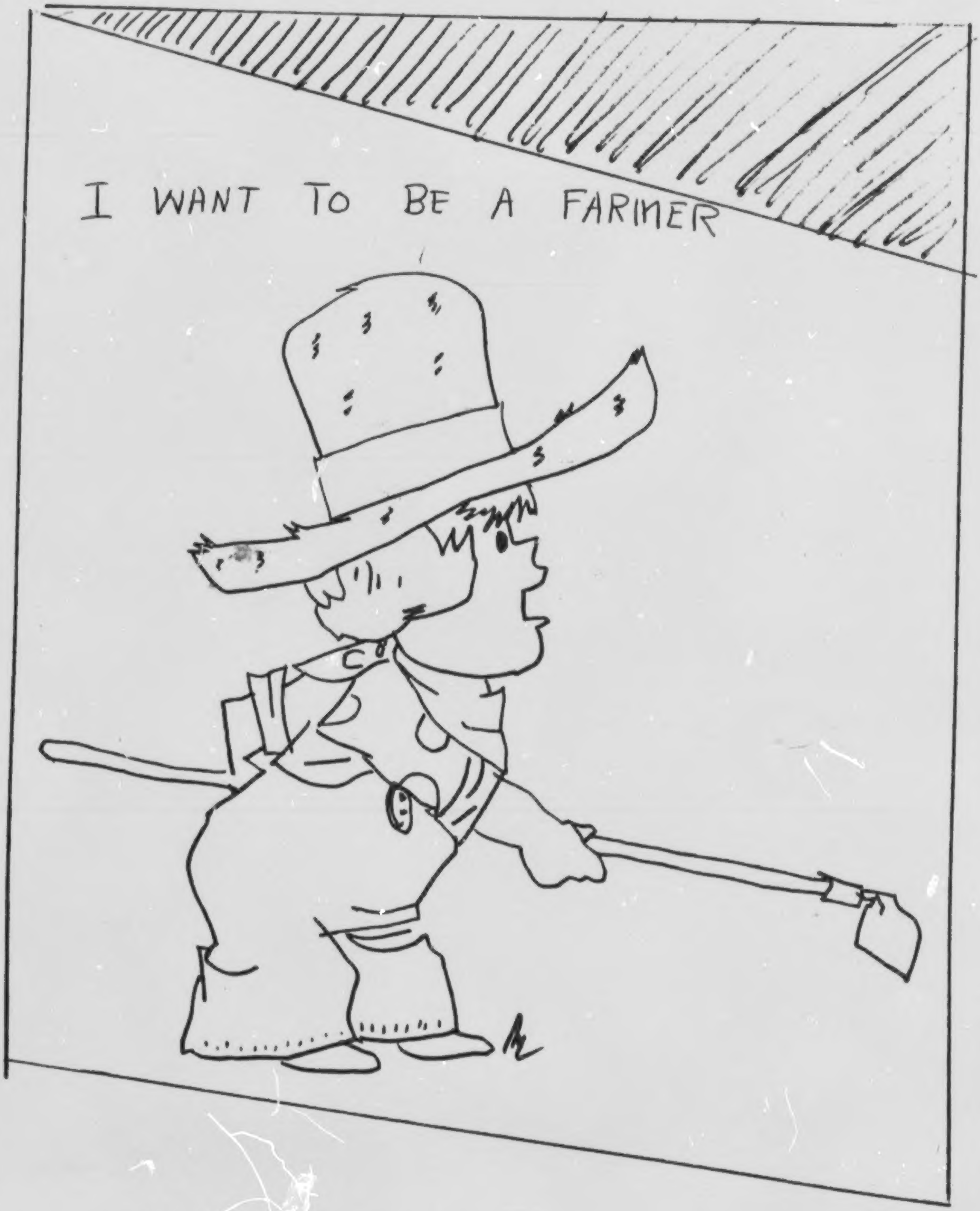
Career Education can be implemented in subjects in the classroom.



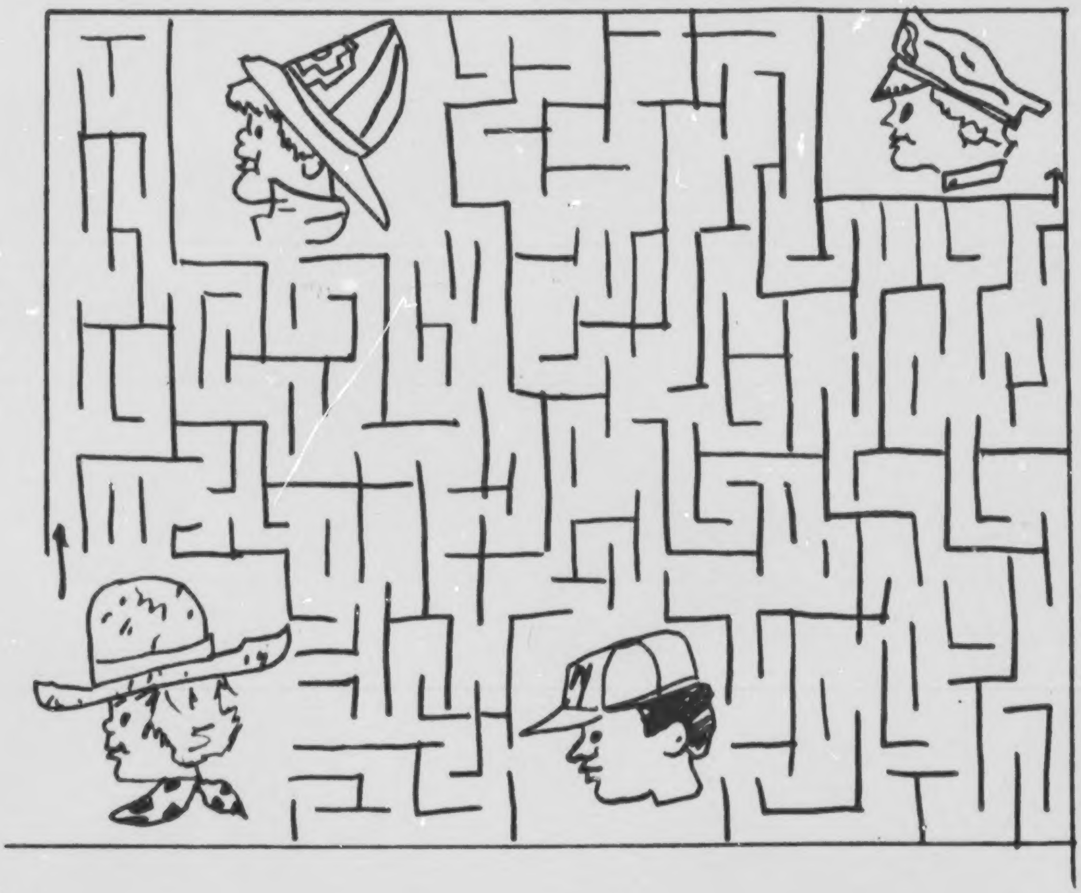
Career Education can be implemented in Role Playing in the Classroom



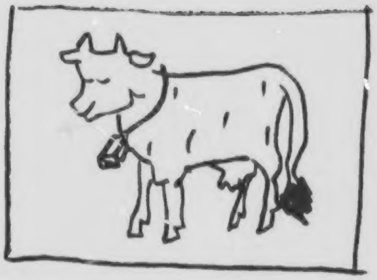
Career Education can be implemented by the use of books

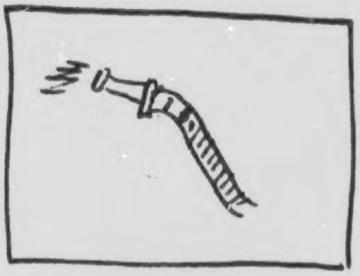

I WANT TO BE A FARMER

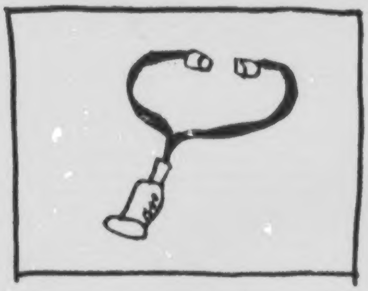
Career Education can be implemented by field trips.

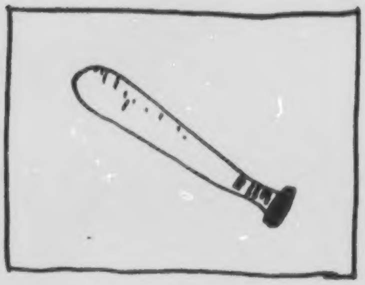


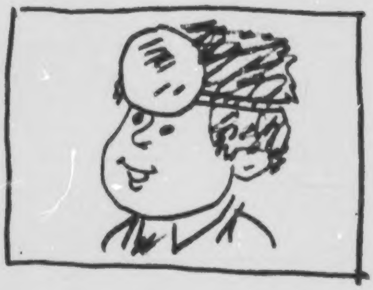
CAREER EDUCATION CAN BE IMPLEMENTED THROUGH GAMES

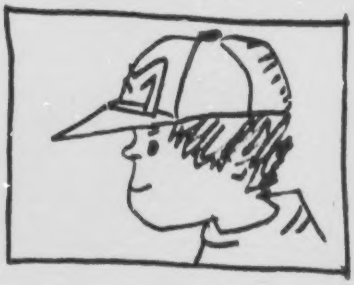


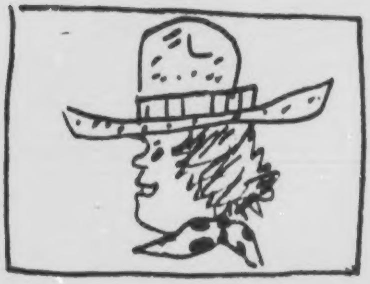


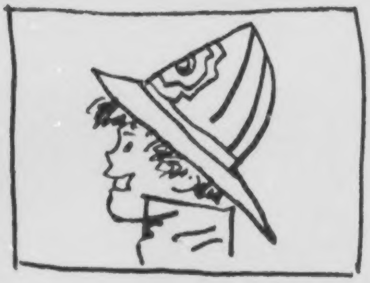












SPECIFIC INFORMATION

SUGGESTIONS

I. Flash visual TP4 as an attention getter for lead into module implementation.

II. Give handouts - pages 20-23 in Career Education Curriculum Materials Resource Guide.

III. Discuss modules showing how career education can be correlated and integrated with subject matter. Show film "I'm The Only Me" from Identity Kit, RESA V, Career Education Project #3310. Could also utilize filmstrip/cassette "The Work People Do", from Career Awareness Series - RESA V, Career Education Project #125.

IV. Give HP4.1 thru HP4.6 as handouts and page 13 of Career Education Curriculum Materials Resource Guide. Discuss possible activities and what subject areas they can be correlated and integrated with.

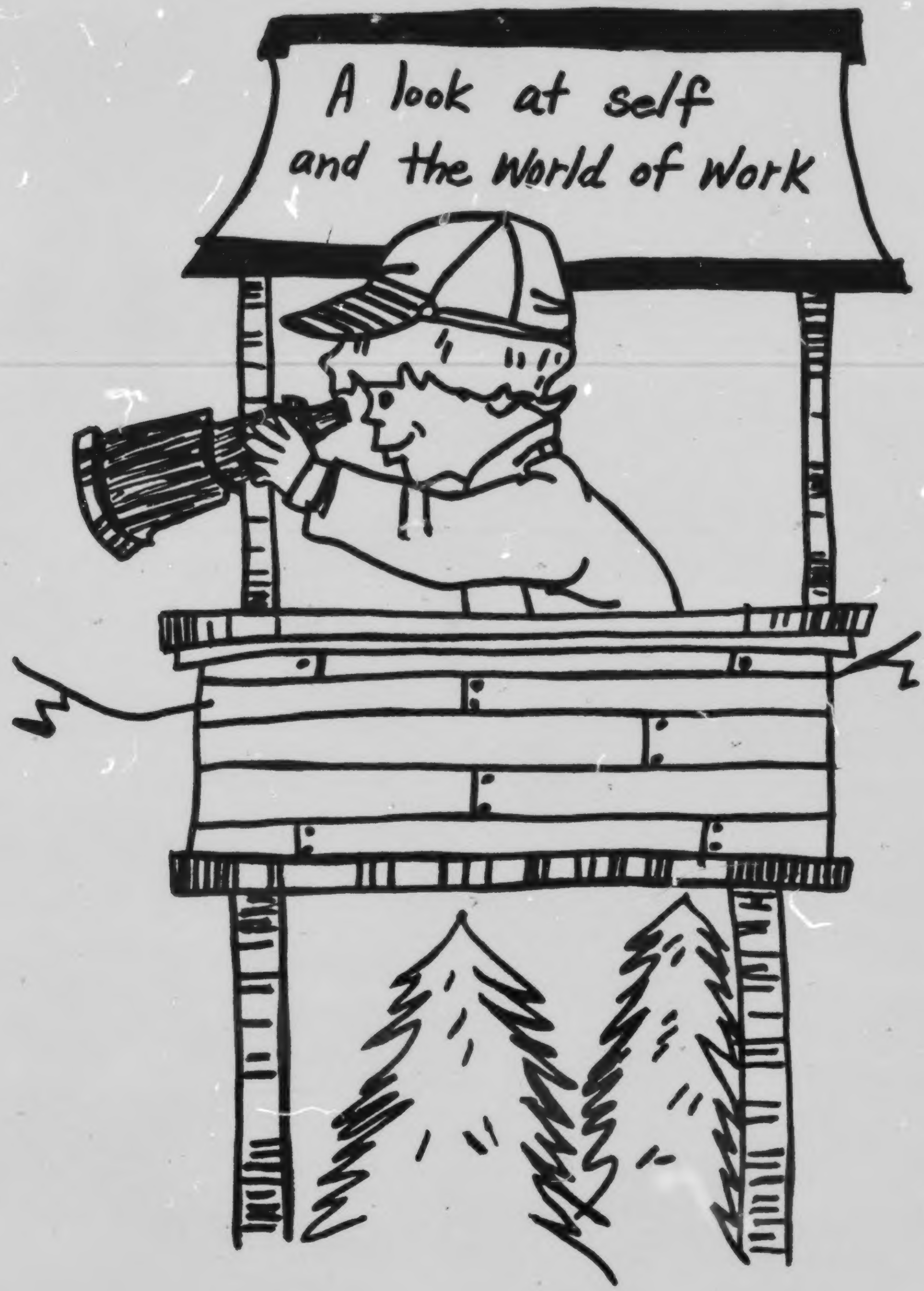
V. Use visuals TP5.1 and TP5.2 ("Now That I Have Presented My Case" — "All Signals Are Go"). Give handout H3.1 thru H3.4 "Thinking Of Bringing Career Education Into The School System". Discuss how Career Education can be started in a school system.

VI. Group discussion of how career education activities (such as role playing, etc.) are being used in the classroom.

VII. Pass out pamphlets HP5 and HP6 for further information.

VIII. Pass out HP7 and HI for discussion or group activities sheet.

CAREER AWARENESS PAMPHLET


A look at self and the World of Work

CAREER AWARENESS (Grades K-6)

The educational program for first and second grades all begin with the child's immediate environment and gradually broaden to encompass the larger community in which he lives.

The educational program for grades 3 through 6 is designed to increase occupational horizons from the immediate environment to the larger community. Comparing and contrasting occupations in the immediate are to those found in other communities provide the child with an opportunity to become aware of the encompassing nature of work.

Career awareness (kindergarten through six) utilizes the careers which are currently found in the books, films, etc. as the basis for relating self, education, and careers to school subjects. In the kindergarten, first, and second grades, the structure involves focusing on workers who are physically located in a particular setting or function as a part of a unit. The structure is as follows:

Kindergarten: Home,

First Grade: Family, and

Second Grade: Community.

The structure for grades three through six broadens. It not only involves the physical location of workers but also the following alternative: Are the workers involved physically or mentally with other locations or are similar occupations found in other locations? The pattern for grades three through six is as follows:

Third Grade: Multi-community,

Fourth Grade: State,

Fifth Grade: National, and

Sixth Grade: International.

In the career awareness phase, experiences are provided which assist students identify their likes, dislikes, fears, needs, abilities, disabilities, aptitudes and limitations. The dignity and worth of others, social relationships, the numerous meanings of work, the need for planning and the importance of interpersonal skills are illustrated.

The value of subject content is illustrated to students and practical application provided. Experiences are provided which assist the student in developing academic skills and identifying and accepting his strengths and weaknesses. Experiences provide students with the concept that all work is of value while the structure and interrelationships in the world of work are investigated. Physical imitation of workers takes place through hands-on activities, simulation, and role playing.

OBJECTIVES TO CAREER AWARENESS

General Objective

To provide an instructional system designed to present occupational information to children in Grades K-6.

Specific Objectives

(a) To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.

(b) To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.

(c) To inform students about the multitude of occupational opportunities.

(d) To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.

(e) To provide students with basic information about major occupational fields.

(f) To stress the dignity in work and the fact that every worker performs a useful function.

(g) To visit local businesses and industries to get a first-hand view of the "world of work".

GOALS OF CAREER EDUCATION IN GRADES K-6

The career awareness focus begins with a very narrow base at the kindergarten level. The emphasis is on the work found in and around the home. That is, the work of members of the family and work that is performed by outsiders who enter the home for service repairs, etc.

At the first grade level, the focus is on the occupations held by parents, grandparents, older siblings, uncles, aunts, cousins, etc. Attempts should be made to get the children to interact with members of the family about their occupations. The emphasis should be on a beginning awareness of the many roles people play.

Second grade students broaden their horizon by investigating the roles of workers in the immediate community. For many children, they can be involved in walking field trips to businesses located close to the school. The emphasis should be on developing an awareness that large numbers of people are involved in producing goods and services for others.

Occupations of a multi-community nature are the concern of third grade students. Defining multi-community will vary from community to community. In some cases, it will mean the entire city rather than only a certain section. In other cases, it may mean a small number of towns within a county. Other instances will dictate that multi-community include more than one county. The concern should be in the selection of occupations which exist in various sites within the multi-community framework.

For the fourth grade student, the emphasis is on occupations which are peculiar to the state and/or found throughout the state. This involves utilizing maps and materials available from various departments within the State Department. The goal is not to get the children to eventually move to other parts of the state but to make them aware of future options in the career world in terms of the encompassing nature of the world of work.

Fifth grade students become involved in careers of a national stature. It is important that children understand that in many career areas, they will have the opportunity and option of employment in many geographical areas. Students should be given the opportunity to investigate the relationship of careers, geographical location, and leisure time activities. This does not mean that the student should be encouraged to move from the state later but the approach does allow for additional options.

Students at the sixth grade level should be encouraged to investigate careers of an international nature. This concept of international nature has a double meaning. The first meaning involves careers which are found in different nations and are similar. The second meaning involves careers in which the people are physically and/or mentally involved with more than one country. The continued emphasis is on building awareness of the broad nature of work.

Wall Poster "Career Education Now" which lists all available publications in Career Education from The Center For Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. (Please refer to the enclosed wall poster in the back of this Primary Package).

THE MEANING OF WORK

Work has as many definitions at the time of this writing as there are individuals who wish to define it. Tomorrow their definitions could undergo change, and probably and necessarily will.

No longer is work viewed as a privileged destination or even an optimum state to which the individual aspires for its own sake. On the contrary, engagement with a task is now seen as a conscious bartering of one's skills and knowledges for the power of purchase. No apologies are given by the middle class majority who hold this view, nor should we expect them. The concept of work as a way to effect survival against nature could have little significance for most young Americans today.

Operating now on the premise of "I know what I want to buy", young affluent members of most western civilizations will accept the employer's dictum of a day's pay for a day's work. If these young people find that they enjoy doing what they must do to earn this pay, this serves as a sometimes unexpected windfall . . . for the accident of joy and fulfillment in one's work is as likely to be the exception as it is to be the rule.

Accidents occur as a result of increased freedom and too little information about that freedom. Ironically, the rewards of labor as interpreted today do not speak to the quality of the product or service rendered by the individual and to his pride in it, but to his gratification in possessions and in leisure time.

It is submitted here that the bread and wine or work have not really changed . . . though Athenian "democracy", the Talmud's timelessness, Acquinas' asceticism, the Protestant Ethic, Veblen's "leisure class", and the Mercantile system . . . One could say that we have forgotten the taste of bread but long for it. Or, one could say we've acquired the taste for wine and feel guilty about it. Perhaps it would be easy for us to ascribe blame for this ambivalence to technological advance when, in truth, this new freedom in both time and choice have placed upon us the obligation to become decision makers when we thought we were through with decisions.

Before young people can become competent in assessing what work might ultimately mean to them, they must be able to define what they might mean to that work. Never before has a generation been faced with so many tantalizing goals and so few well marked trails for reaching them. Adult models they might elect to follow absent themselves, and the young child must accept the model imposed by a well meaning, but inadequate school system.

Telling a child that work has dignity, that school is necessary, that self-discipline can be cultivated in a vacuum and that rest, contemplation and differing values are at least as harmful as shoddy workmanship and exploitation of peers, will only convince him of our blindness. With one hand education peppers the student with stimuli and with the other it salts him into a monument to the system. As the schools protect the child from life's pain and trial, they take from him the chance to test that life for joy and fit.

Defining work is defining oneself. They are one and the same. A setting which permits the child to identify and know himself will free him to describe what he might someday contribute to one or a thousand others . . . or a thousand others . . . or to no one but himself. As we adults grew and changed our consciousness of who we were was more often strengthened by some person or some event who saw us clearly and found us unique, if not "good". From that confirmation, grew our own concept of what we described as work. If what maintained our ego strength could also serve to maintain society, well and good. Well and good too the singular job of ego maintenance which neither improved society nor harmed it. (The painting or the song which society could declare at whim was either beautiful or gibberish.)

Today we elect to tackle or to guard, to develop or to remediate. We pick up the sack of decisions to be made about our kids, their schools, and their chances at life. We do something because we know that if we do nothing and feel nothing, we are failing in the pursuit, in concert with our children, of the purpose of living at all.

SELECTED READINGS

Havinghurst, Robert J., "Youth in Exploration and Man Emergent, "Man in a World of Work, Henry Borow, Editor, Boston, Houghton-Mifflin, 1964, Ch. 10, pp 291 - 298.

Herr, Edwin L., "Unifying an Entire System of Education Around a Career Development Theme", unpublished paper, Pennsylvania State University, 1968.

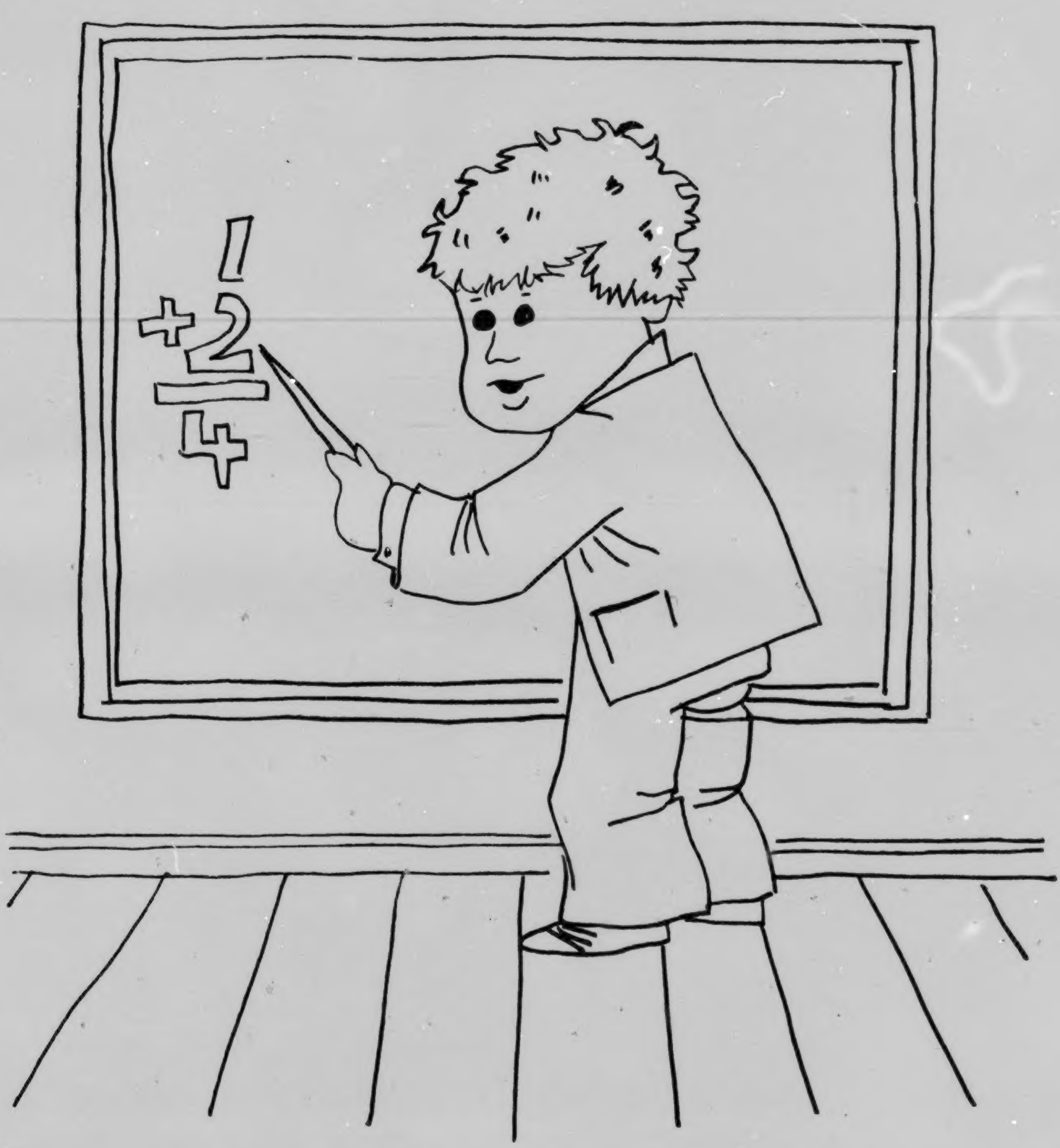
Super, Donald E., "Guidance for Occupations or for Careers", undated ditto in rough draft with marginal notations.

Samler, Joseph, "A Not Too Eager Agent for Change: The Counselor in Dr. Michael's Plausible Future", NVGA publication on the Conference on Implementing Career Development Theory and Research Through the Curriculum, Washington, D. C., 1966, pp 123 - 155.

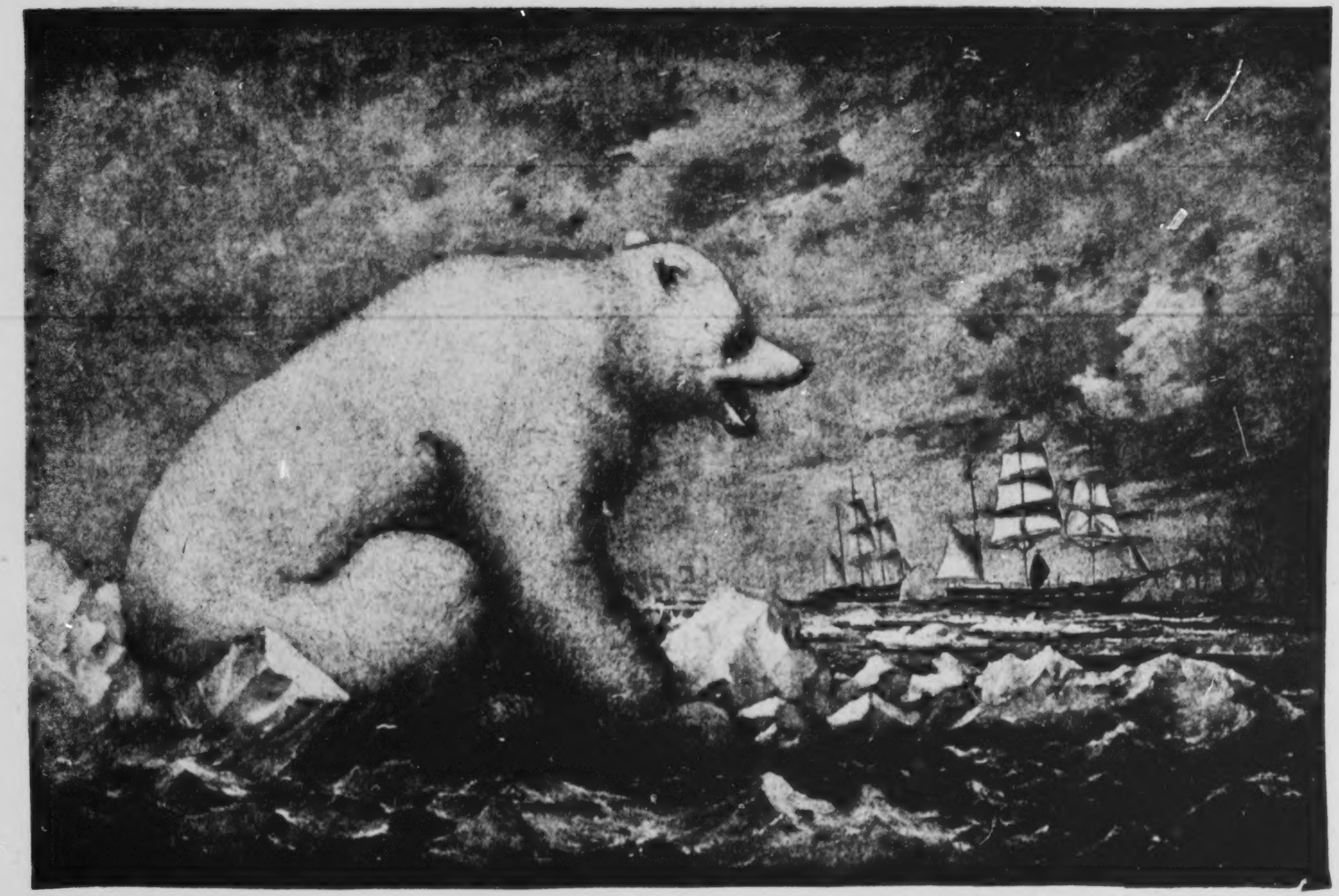
Murphy, Gardner, "Work and the Productive Society", loc cit, pp 67 - 92.

Wilensky, Harold L., "Jobs, Careers and Leisure; Implications for Counseling and the School Curriculum", loc cit, pp 93 - 122.

Some Myths About Career Education

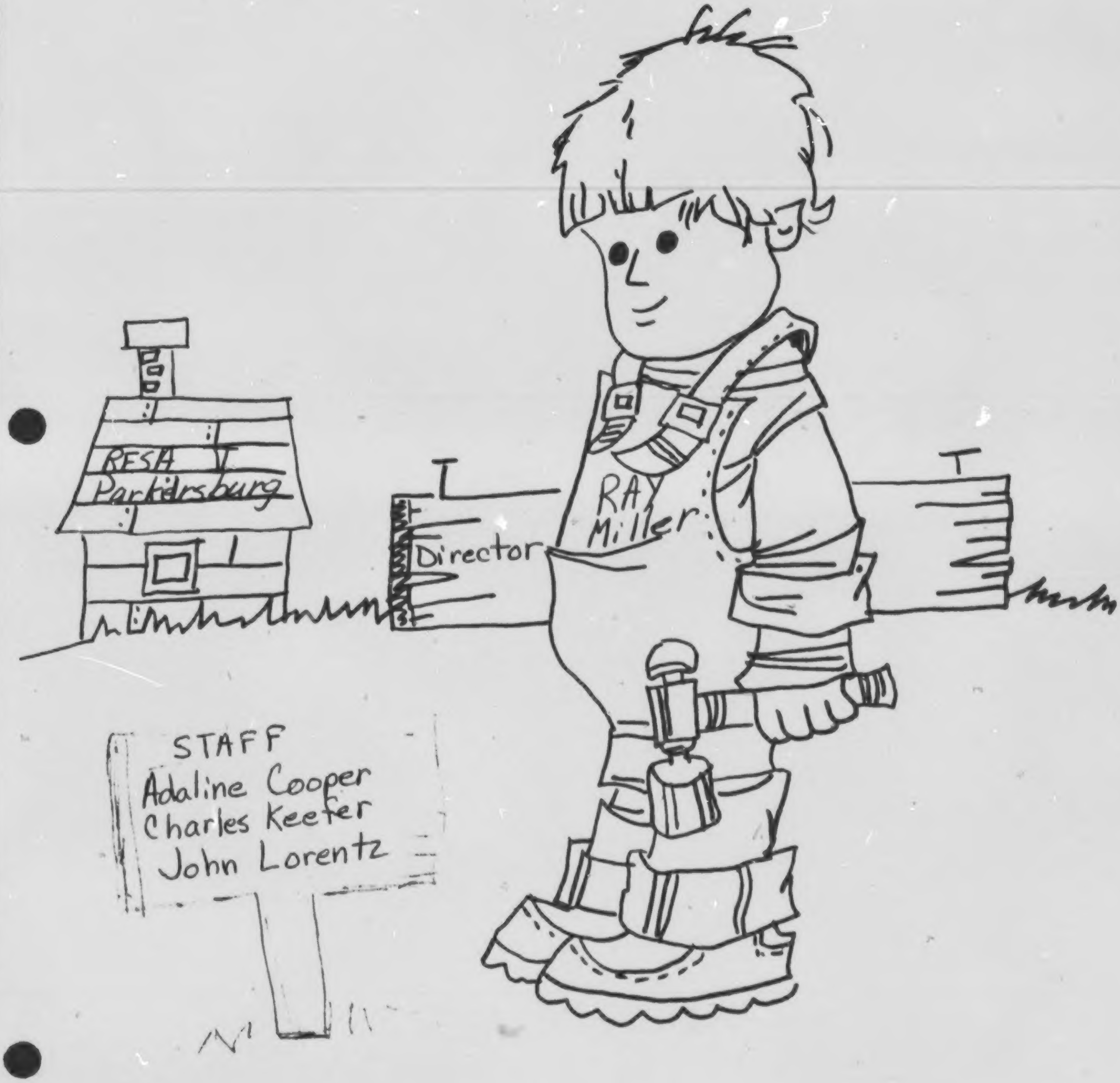


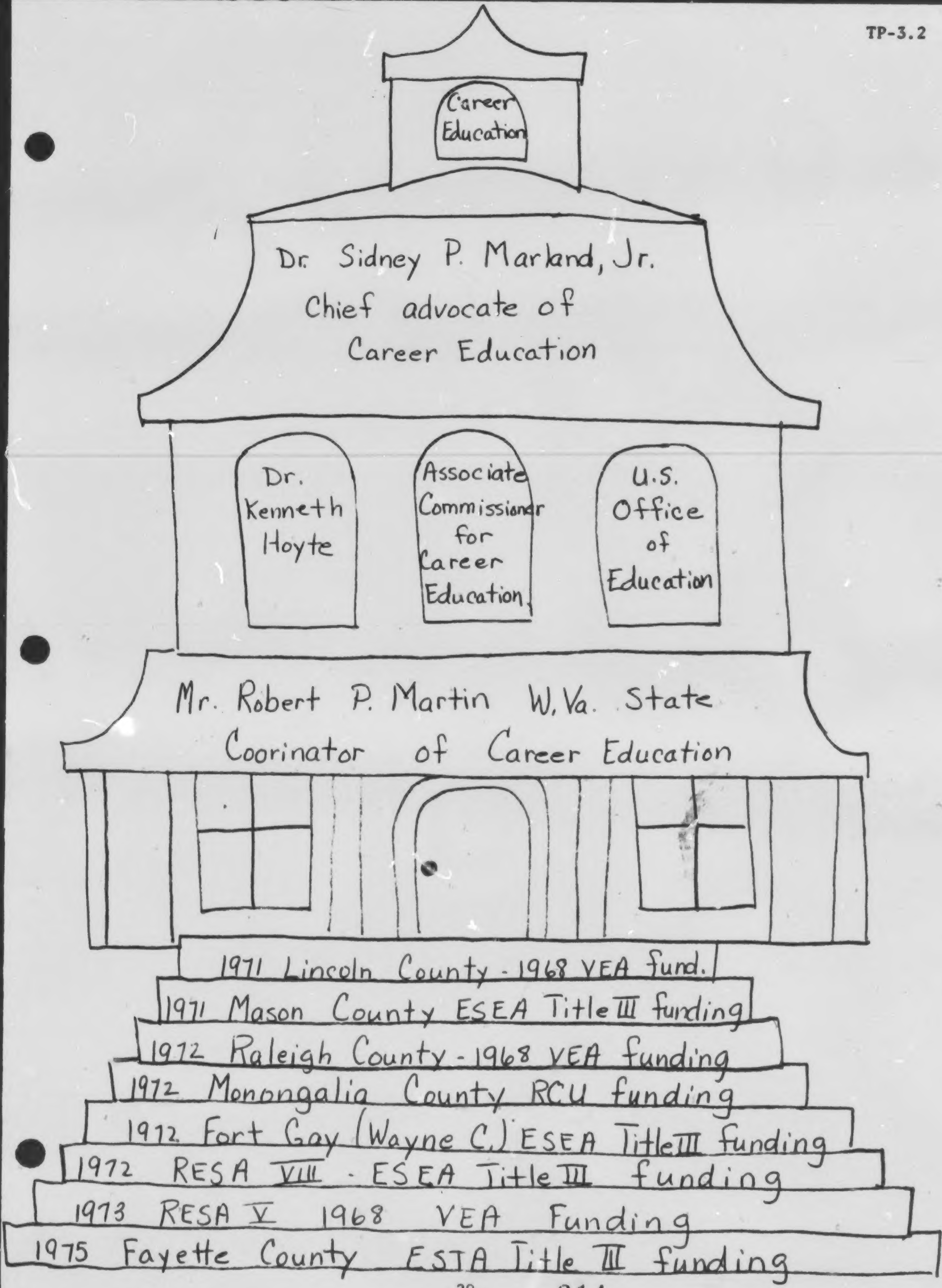
Get the "bear" facts about Career Education!



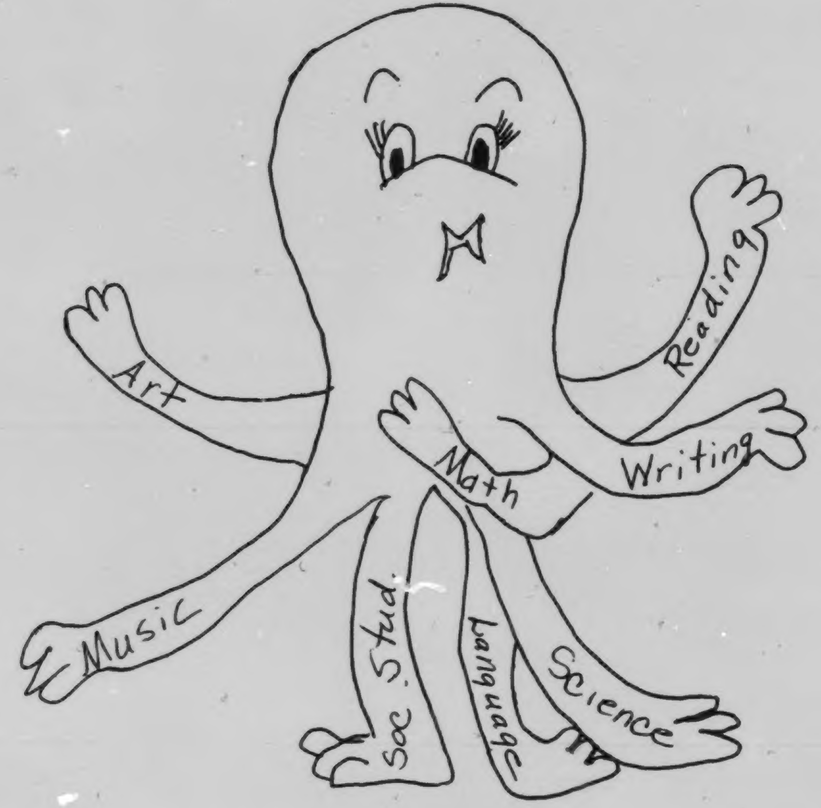
TP-2

RESA V is built on a strong foundation

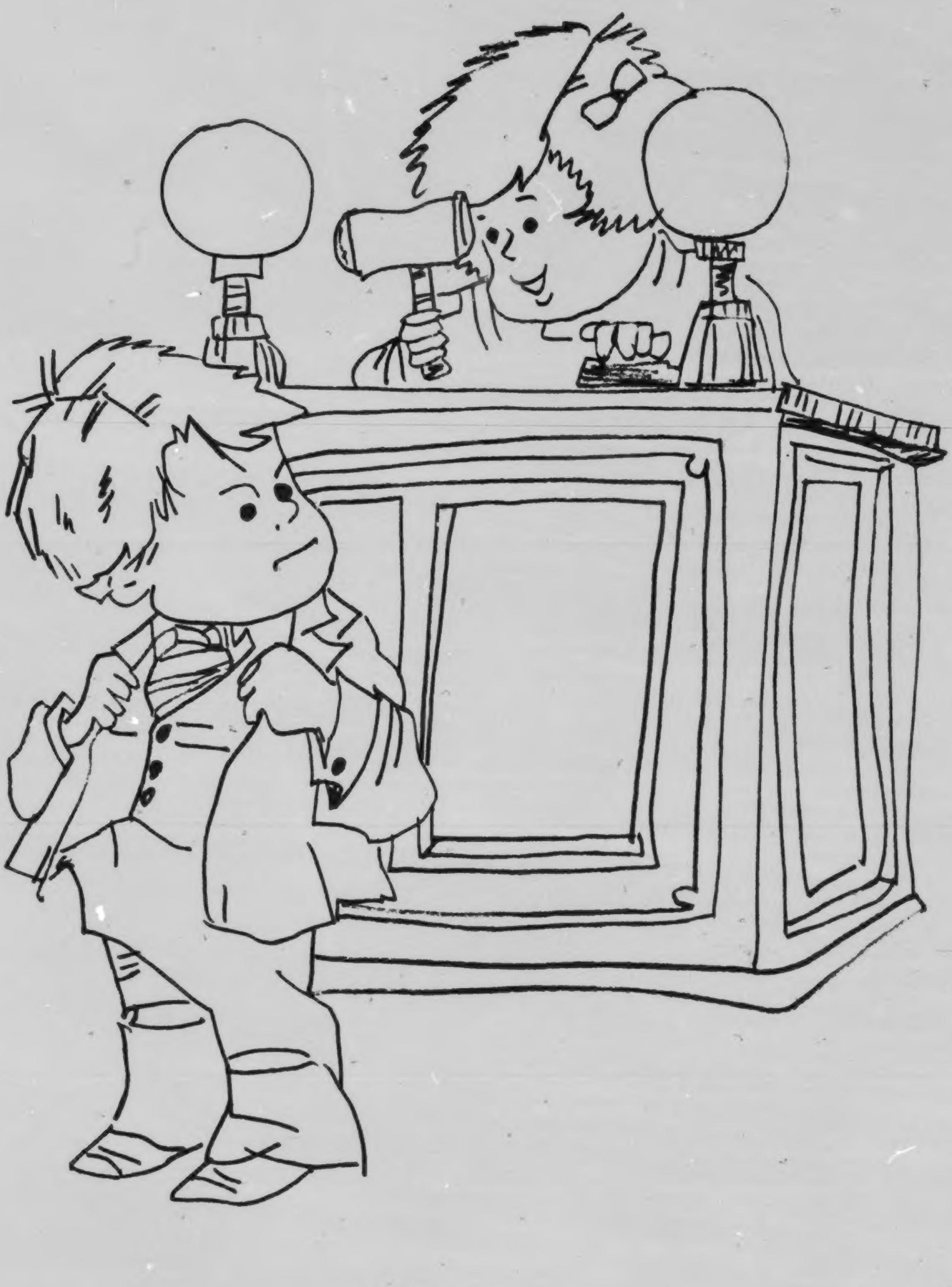

RESA V
Parkersburg
Director
RAY
Miller
STAFF
Adaline Cooper
Charles Keefer
John Lorentz


Career Education
Dr. Sidney P. Marland, Jr.
Chief advocate of
Career Education
Dr. Kenneth Hoyte
Associate Commissioner for Career Education
U.S. Office of Education
Mr. Robert P. Martin W.Va. State
Coorinator of Career Education
1971 Lincoln County - 1968 VEA fund.
1971 Mason County ESEA Title III funding
1972 Raleigh County - 1968 VEA funding
1972 Monongalia County RCU funding
1972 Fort Gay (Wayne C.) ESEA Title III funding
1972 RESA VIII - ESEA Title III funding
1973 RESA V 1968 VEA Funding
1975 Fayette County ESTA Title III funding

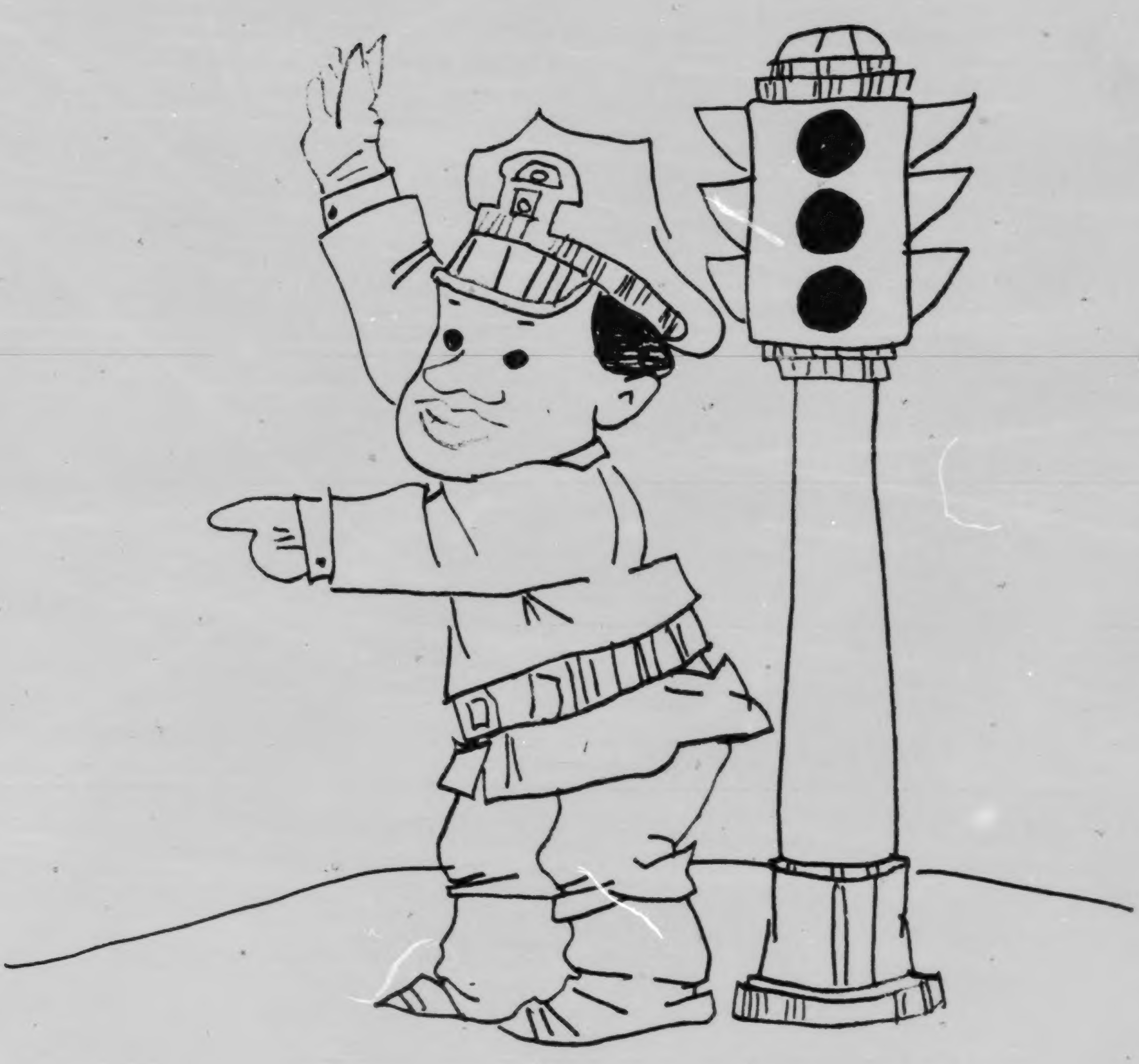
ARE YOU ASKING ME TO ADD ANOTHER ARM FOR CAREER EDUCATION?


Art
Reading
Math
Writing
Music
Soc. Stud.
Language
Science

"NOW THAT I HAVE PRESENTED MY CASE"



"ALL SIGNALS ARE GO"



CAREER EDUCATION
CONSULTING PACKAGE

Pack III

Junior/Senior High

CAREER EDUCATION PROJECT
REGION V EDUCATIONAL SERVICE AGENCY
1210 13th Street
Parkersburg, WV 26101

STATEWIDE DISSEMINATION WORKSHOP IN CAREER EDUCATION HELD IN PARKERSBURG, WEST VIRGINIA, FEBRUARY 5, 6, AND 7, 1976, SPONSORED COOPERATIVELY BY

Region V
Regional Education Service Agency
Career Education Project
1210 Thirteenth Street
Parkersburg, West Virginia

West Virginia Department of Education
Bureau of Vocational, Technical and Adult Education
Charleston, West Virginia

and

Marshall University
Huntington, West Virginia

SENIOR HIGH CAREER EDUCATION CONSULTANT PACKAGE

General Statement

The consultants' materials found in this package were developed by professionals in the Region V area to be used as a guide that may be adapted or adopted as the presenter wishes.

It should be noted that many other articles are available that provide good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

How to find transparencies and handouts

All transparencies and handouts numbered with the letter SR, SpE, and TVE can be found in the back of this section. All others can be found in the General Transparencies and Handout section at the back of the package.

JUNIOR AND SENIOR HIGH

I. Ice Breakers

  H12 - Fallout Shelter
  H13 - Landing On Moon
  H14 - Work Values Game (3 cards)
  H15 - Professors' Performance Scale

II. General

  A. What Is Career Education?
    1. Visuals:
      a. TSR1.1 - Career Education is
      b. TSR1.2 - Career Education is
      c. TSR1.3 - Career Education involves
    2. Handouts:
      a. Page 5 - RESA V *Career Education Curriculum Materials Resource Guide*
      b. H7 - Lincoln County Study
      c. Page 3 - RESA V *Career Education Curriculum Materials Resource Guide*
      d. Page 6 - RESA V *Career Education Curriculum Materials Resource Guide*
      e. H2 - "Straight Answers On Career Education"
      f. H9.3, 9.5, 9.6 and 9.7 - "Myths and Merits" - Bill Cheshire
      g. H10 - Career Education Today - RESA V Pamphlet
    3. Films:
      a. "I Want To Be" — RESA V - Career Education Project #348
      b. "Up Is Down" — Dr. LeVene A. Olson, Marshall University
  B. Career Education Instructional Approaches
    1. Long Range Goals:
      a. Visuals:
        1. TSR2.1 - Goals, Content, etc.
        2. TSR2.2 - Career Education Goal
      b. Handout: HSR1 - Excerpts from Lincoln County Study
    2. Course Content:
      a. Visual: TSR3 - How Do We Teach Career Education
      b. Handout: HSR2 - Career Education - Where Are We Going? - Bill Cheshire
    3. Relevance:
      a. Visual: Analysis of Lincoln County Study
      b. Handouts:
        1. H6 - "I Taught Them All"
        2. H5 - "I'm Educated Beyond My Intelligence"
        3. H1 - "Cipher In The Snow"
        4. Subjects Cluster Model
  C. Career Model
    1. Career Exploration:
      a. Visual: TSR4 - Career Exploration
      b. Handouts:
        1. H7 - Career Education Model
        2. H10 - Career Education Today - RESA V Pamphlet
    2. Career Preparation:
      a. Visual: TSR5 - Career Preparation
      b. Handout: H10 - Career Education Today - RESA V Pamphlet

III. Specifics (7-12) - *Career Education Curriculum Materials Resource Guide*
  A. Career Exploration

1. Handouts — General
    a. Page 13
    b. Page 14
    c. Page 15
    d. Page 16
    e. Page 17
    f. Page 18
2. Sample Modules - Handouts:
    a. Page 102 - Science
    b. Page 113 - Music
    c. Page 125 - Journalism
    d. Page 139 - Building Occupations

B. Career Preparation
1. Handouts (Refer III A1):
2. Sample Modules — Handouts:
    a. Page 170 - Planning - Language Arts
    b. Page 178 - Development of Interest and Awareness - Health
    c. Page 185 - " " " " " - Math
    d. Page 192 - " " " " " - Social Studies

C. Home Economics - In-service Teaching Unit —
1. Handouts:
    a. Job Charts — HSR4
    b. Sample Career Information - HSR5
    c. Integration of Home Economics - HSR6, HSR7
    d. Learning Activities
        (1) Page 13 and 14 — RESA V *Career Education Curriculum Materials Resource Guide*
        (2) *Employment Opportunities* — HSR8
        (3) Skits and foods — HSR9

D. Vocational Educators In-Service Teaching Unit

E. Special Education Package
1. Why Career Education:
    a. Orientation
    b. Exploration
    c. Preparation
    d. Guidance
2. Correlation of Career Education to Special Education Subject Areas:
    a. Math
    b. Language Arts
    c. Science
    d. Health
    e. Social Studies
    f. Leisure Time Activities

INTRODUCING CAREER EDUCATION TO VOCATIONAL EDUCATORS

To begin the presentation, read a few lines that would be of interest to vocational educators from "I May Be Educated Beyond My Intelligence." These lines are as follows:

> I can solve a quadratic equation, but I cannot keep my bank balance straight.
>
> I can explain the principles of hydraulics, but I cannot fix a leak in the kitchen faucet.
>
> I know the economic theories of Malthus and Adam Smith, but I cannot live within my income.
>
> I can solve a differential equation, but I cannot use the metric system.
>
> I can recognize the "leit-motiff" of a Wagner opera, but I cannot tune a simple engine.
>
> I can work senior high math all day but I cannot use a ruler.
>
> I have a general diploma but I cannot find a job.
>
> I MAY BE EDUCATED BEYOND MY INTELLIGENCE.

After using the above lines as an attention getter, now define career education as defined by Dr. Kenneth Hoyt.

> "Career education is the total effort of public education, the home, and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

At this point, give the background information on career education taken from the Career Education Curriculum Materials Resource Guide, page 5.

Use the transparency T-2 "Continuous Career Development Through Occupational and Educational Experiences." Describe each level and then concentrate on the senior high level. If you would prefer, instead of using another transparency, distribute a handout and discuss in the same manner. This handout was found on H-7 of "The Study of Elementary and Secondary Career Education in Lincoln County."

After each level has been discussed, hand out a blank module from and a completed module as an example. Discuss.

At the conclusion of the presentation, show the film "Pack Your Own Chute". Hopefully, this will excite some of the teachers to become involved and try a unit in their own classroom.

Other Handouts:

Occupational Clusters and Career Education - H-4.

SPECIAL EDUCATION CONSULTANT'S KIT

OUTLINE

I. GENERAL (FROM CONSULTANT'S PACKAGE)

II. SPECIFIC

- A. Why Career Education in Special Education
  - 1. Career orientation (7-8)
    - a. explanation
      - (1) handout
      - (2) visual
    - b. example
  - 2. Career Exploration (9-12)
    - a. explanation
      - (1) handout
      - (2) visual
    - b. example
  - 3. Career preparation (10-12)
    - a. explanation
      - (1) handout
      - (2) visual
  - 4. Career guidance
    - a. explanation
      - (1) handout
      - (2) visual
    - b. example

- B. Correlation of Career Education to Special Education Subject Areas

  - 1. Mathematics
    - a. money values
    - b. measurements
  - 2. Language arts (English, reading, spelling)
    - a. applications
    - b. letter writing
    - c. personal histories, data sheet
    - d. legal papers (social security, W-2, etc.)
    - e. individual job awareness
    - f. communications skill
  - 3. Science (health)
    - a. personal hygiene
    - b. nutritional data
  - 4. Social studies
    - a. future planning
    - b. job roles
    - c. personal interaction and relationships
  - 5. Leisure time activities
    - a. arts and crafts
    - b. games
    - c. sports

SPECIAL EDUCATION

I. GENERAL

II. SPECIFIC - SPECIAL EDUCATION (7-12)

A. Since one of the primary goals for special education students is that of becoming a productive, contributing member of our society, then career education should be viewed as a natural vehicle to obtain that goal. Because few, if any, special education students go on to further their education, the need for job orientation, job exploration, job preparation, and job guidance for this segment of our school population becomes imperative.

1. In grades 7-8 career orientation places the emphasis on broader exposure to all levels of occupations. "Real life" experiences are provided through people oriented field trips to business and industry, the community and other organizations and agencies. The students are exposed to people who represent many walks of life. Resource people are invited to the classroom to interact with the students.
   a. Handout - page 36-38 Olson; Career Educatin In Lincoln County
   b. Visual - TSpE-1.1

   EXAMPLE: The student may listen to a tape on a particular occupation (waiters-waitresses-educational sensory programming-Jonesboro, Arkansas) or a book (Bob the Super Clerk, Janet the Hospital Helper by Hughes, John: Janus Book Publishers, Hayward, California; Jerry Works in a Service Station by Jewel Wade, Fearon Publishers, Belmont, California). Following this a person representing these occupations could be brought to the classroom for student interaction.

2. In grades 9-12 career exploration focuses its attention on "trying out" one's self identity in real or simulated situations. This is done in the classroom and through efforts with business and industry.

   EXAMPLE: Using the same waiter-waitress occupations, the students could role play the jobs in class or actually go to the restaurant for "hands-on" activities where he or she really try the job.
   a. Handout - page 38-39 Olson; Career Education In Lincoln County
   b. Visual - TSpE-1.2

3. In grades 10-12 career preparation provides students with either entry level skills or precision skills for jobs in many related occupations.
   a. Handout - page 40-41, Olson; Career Education In Lincoln County
   b. Visual - TSpE-1.3

   EXAMPLE: The student may attend an area vocational-technical school, work in jobs around the school (cafeteria, building

maintenance, etc.), or in a co-op or distributive education program in the community.
At Tyler County High School, we have a Vo-Ag skills program which is composed of 90% special education students who work on welding, building construction, electricity, building maintenance, and landscaping.

4. Career guidance provides additional assistance to the student in understanding the process of locating employment, contacting employers, interviewing, filling out applications, etc.
   a. Handout - page 41-42, Olson; Career Education In Lincoln County
   b. Visual - TSpE-1.4

B. Correlation of Career Education to Special Education Subject Areas

1. There are two math concepts that are very important in filling the kinds of jobs special education students can be successful at. First, the ability to use measurements and secondly, the understanding of money values. These concepts are learned in the special education classroom and can be put to practical use in our school's Vo-Ag skills program.
   a. Visual - TSpE-2.1
   b. Visual - TSpE-2.2
   c. Visual - TSpE-2.3

2. Language Arts, which can include reading, spelling, and English, can deal with many job related areas. For example, job applications (Visual TSpE-2.4; 2.5) personal histories, educational background, work experience, health records, data sheets, etc., (Visual - TSpE2.6-2.1), legal papers, such as social security, W-4, birth certificates (Visual TSpE-2.11; 2.12), check writing (Visual TSpE-2.13) and other communication skills (i.e., interviewing, phone calls, letter writing, etc.).

3. In the science or health subjects, the main areas of concern are personal hygiene and nutritional data which also encompasses shopping and planning meals. (This may also be related to Math Money Values).
   a. Handout - HSpE-1, 2 and 3
   b. Visual - TSpE-3.1, 3.2 and 3.3

4. In Social Studies, future planning, job roles, and individual awareness can be taught.
   Visual TSpE

5. Leisure time activities are very important. My students are involved in arts and crafts, games (monopoly for both money values and acquiring of real estate and life insurance where students must make a series of decisions ranging from what occupation to choose; to what size a family to have and to how much insurance to

buy), and sports, which are not football, basketball, etc., but rather things that may last for a lifetime such as bowling, hunting, fishing, etc.) -- students bring in their tackle boxes or guns and "show off" for the class by demonstrating techniques or just telling stories.

TSpE-2.1 - Measure up/Fearon Publishers p 12

2.2 - Money Makes Sense/Fearon Publishers p 14

2.3 - Using Dollars & Sense/Fearon Publishers p 43

2.4 - My Job Application File/Janus Book Pub. p 25

2.5 - My Job Application File/Janus Book Pub. p 29

2.6 - My Job Application File/Janus Book Pub. p 6

2.7 - My Job Application File/Janus Book Pub. p 8

2.8 - My Job Application File/Janus Book Pub. p 16

2.9 - My Job Application File/Janus Book Pub. p 13

2.10 - Occupational Notebook Program/Research Press Co. Entry 28

2.11 - Occupational Notebook Program/Research Press Co. Entry 25

2.12 - Occupational Notebook Program/Research Press Co. Entry 40

2.13 - Occupational Notebook Program/Research Press Co. Entry 38

HSpE-1 - Plans For Living/Fearon Publishers p 18

2 - Plans For Living/Fearon Publishers p 37

3 - Career Education Curriculum Materials Resource Guide - RESA V

TSpE-3.1 - Planning Meals and Shopping/Fearon Publishers p 51

3.2 - Planning Meals and Shopping/Fearon Publishers p 35

3.3 - Getting A Job/Fearon Publishers p 78

TSpE-4.1 - Getting A Job/Fearon Publishers p 10

4.2 - Getting A Job/Fearon Publishers p 53

4.3 - Jobs In Your Future/Scholastic Book Service p 12

4.4 - Jobs In Your Future/Scholastic Book Service p 11

The above examples are pages taken from the following books. The entire books may be purchased from the publisher.

Jobs In Your Future. Lee, Miriam. Scholastic Book Services: New York. 1967.

My Job Application File. Kahn, Tong, & Jew. Janus Book Publishers: Hayward, California. 1974.

Occupational Notebook Program. Cook, Iva Dean. Research Press Company: Champaign, Illinois. 1972.

Planning Meals and Shopping. Weaver, Ann. Fearon Publishers: 6 Davis Drive, Belmont, Calif. 94002.

Using Dollars and Cents. Kahn, Charles; Hanna, Bradley. Fearon Publishers: 6 Davis Drive, Belmont, Calif. 94002.

Money Makes Sense. Kahn, Charles; Hanna, Bradley, Fearon Publishers: 6 Davis Drive, Belmont, Calif. 94002.

Measure Up. Kahn, Herring & Tong. Fearon Publishers: 6 Davis Drive, Belmont, Calif. 94002.

CAREER EDUCATION IS . . .

A GROUP OF ACTIVITIES AND EXPERIENCES

CAREER EDUCATION IS . . .

A PROMINENT AND PERMANENT GOAL OF AMERICAN EDUCATION

CAREER EDUCATION IS . . .

CAREER AWARENESS
CAREER ORIENTATION
CAREER EXPLORATION
CAREER PREPARATION
AND
CAREER GUIDANCE

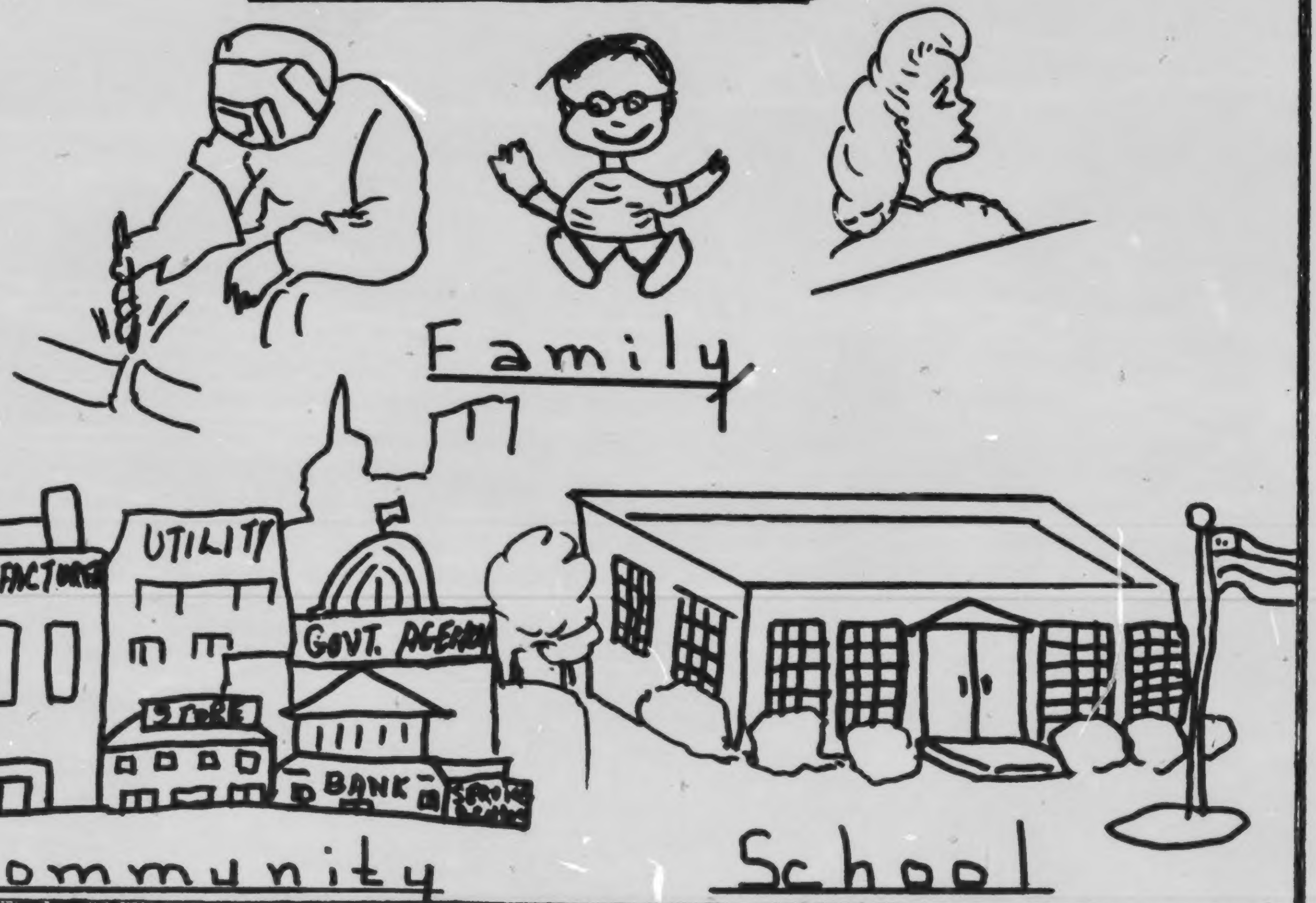
CAREER EDUCATION IS . . .
FOR ALL PERSONS K - ADULT

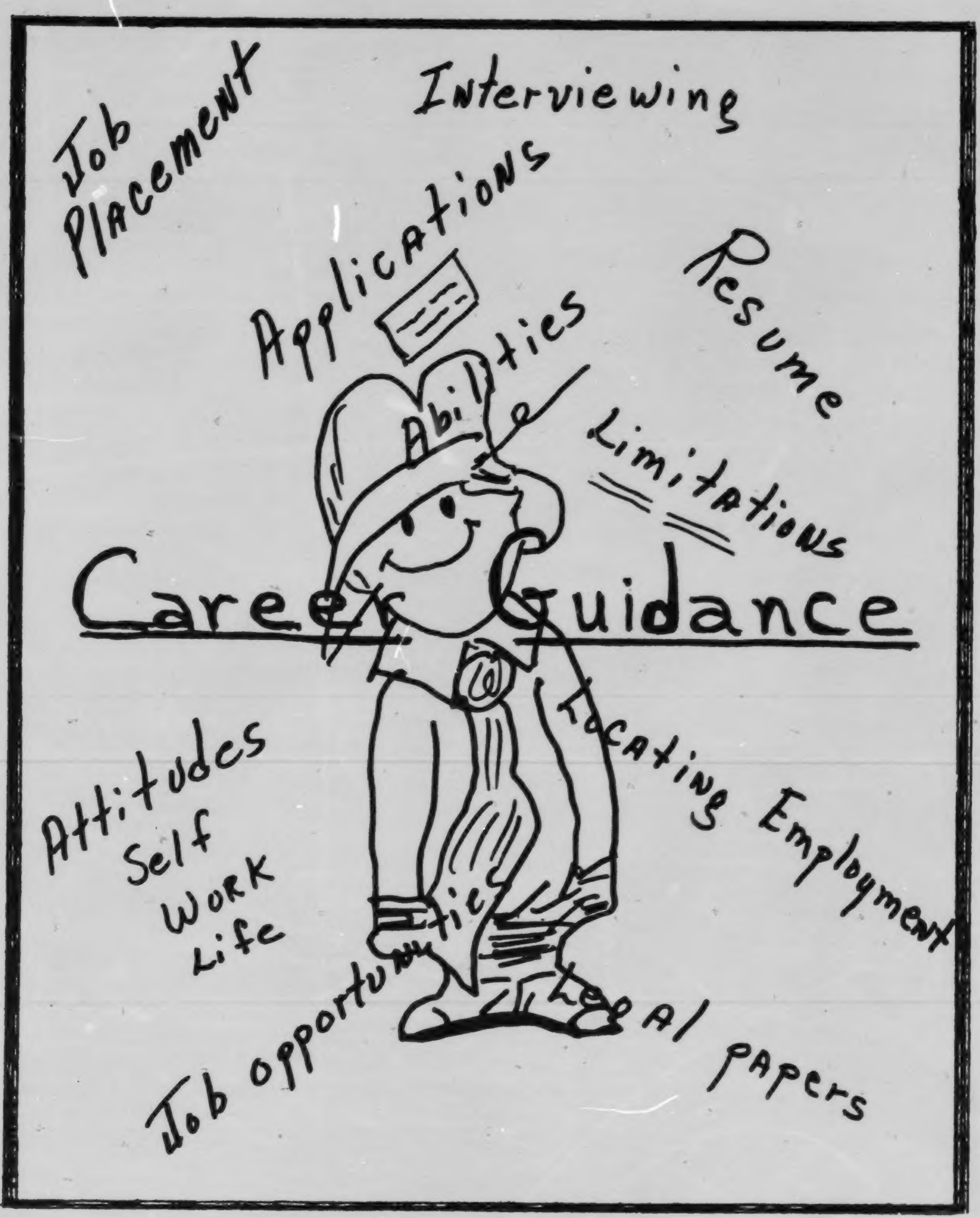
CAREER EDUCATION IS . . .
A WAY FOR STUDENTS TO FIND SATISFYING WORTHWHILE WORK

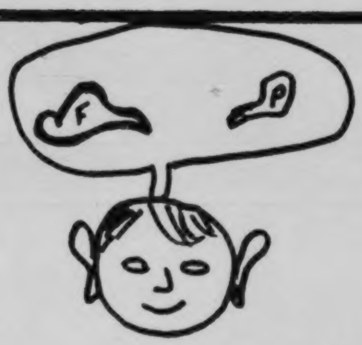
CAREER EDUCATION IS **NOT** . . .
A NEW OR SEPARATE PROGRAM

CAREER EDUCATION IS . . .
A WAY TO MOTIVATE STUDENTS

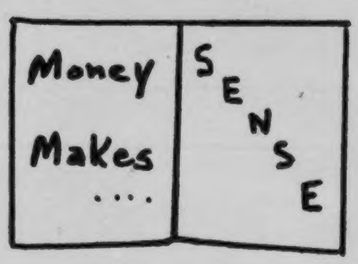
CAREER EDUCATION INVOLVES


Family
MANUFACTUR
UTILITY
GOVT. AGEN
STORE
BANK
Community
School

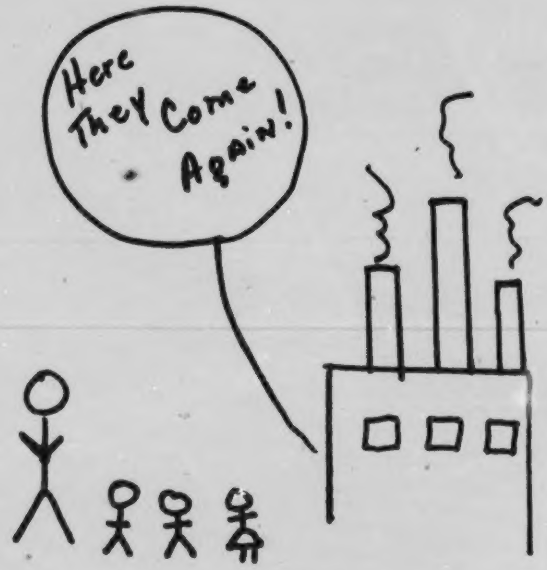

Job Placement
Interviewing
Applications
Resume
Abilities
Limitations
Career Guidance
Attitudes
Self
Work
Life
Locating Employment
Job opportunities
Legal papers

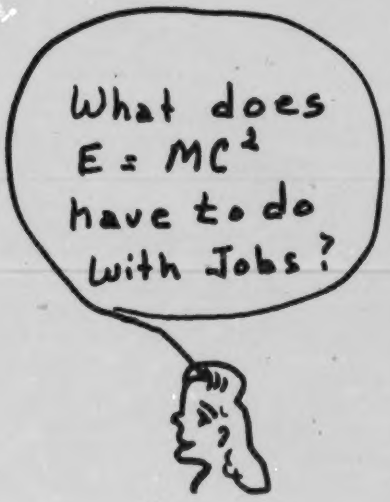


Long Range Goals


Money
Makes
....
SENSE

Course Content


Here They Come Again!


What does $E = MC^2$ have to do with Jobs?

Teaching Methods

Some Career Education Goals

Every Student Leaving School Should Be Able To Find Work

Every Student Leaving School Should Be Equipped with a Marketable Skill

Work Should Become More Personally Satisfying To The Individual Worker

But HOW

Do We Teach....

Career Education

Integration

TVE-1

"HOW CAREER EDUCATION DIFFERS FROM VOCATIONAL EDUCATION"

Career	Vocational
1. Awareness, exploration, decision making, preparation, entry and advancement stages	1. Preparation stage only.
2. For all people	2. For people seeking vocational-technical education.
3. Emphasizes paid and unpaid work	3. Emphasizes paid employment.

GOAL NUMBER ONE

To provide broad occupational orientation at the elementary and secondary school levels which will increase student awareness of the range of options open to them in the world of work.

GOAL NUMBER TWO

To provide work experience, cooperative education and similar programs making possible a wide variety of offerings in many occupational areas.

GOAL NUMBER THREE

To provide students not previously enrolled in vocational programs opportunities to receive job entry skills prior to the time that they leave school.

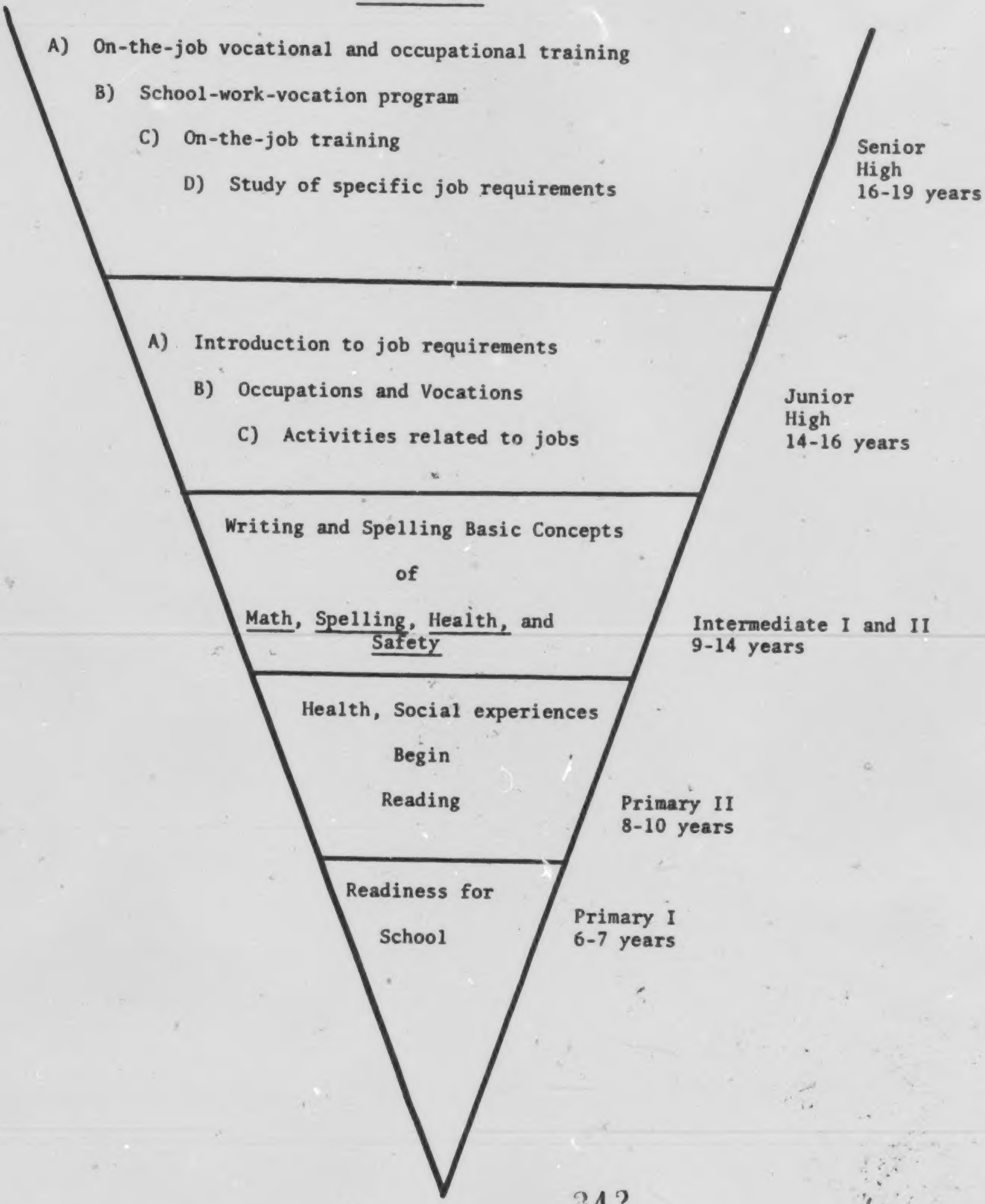
GOAL NUMBER FOUR

To provide intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.

What do the terms interlocking or interdisciplinary mean and what implications do they have for career education? The terms are beginning to be used interchangeably. Simply stated they mean "putting it all together" for the students so that facts, knowledge, and discipline (subject matter) make sense. It means joining academic material with vocational skills, but it means even more. It means math joined with science to explain a physical reaction or experiment; it means joining English with music and industrial arts to bring a musical production to life; and it means bringing together the appropriate subjects, from all sections of the school, the community, the family, and the world of work so that the educational process will become realistic and meaningful for each student.

DISCUSS THIS CONE OF EDUCATION - PROGRAM CONE

SALABLE SKILLS



A) On-the-job vocational and occupational training
B) School-work-vocation program
C) On-the-job training
D) Study of specific job requirements

Senior High 16-19 years

A) Introduction to job requirements
B) Occupations and Vocations
C) Activities related to jobs

Junior High 14-16 years

Writing and Spelling Basic Concepts of Math, Spelling, Health, and Safety

Intermediate I and II 9-14 years

Health, Social experiences Begin Reading

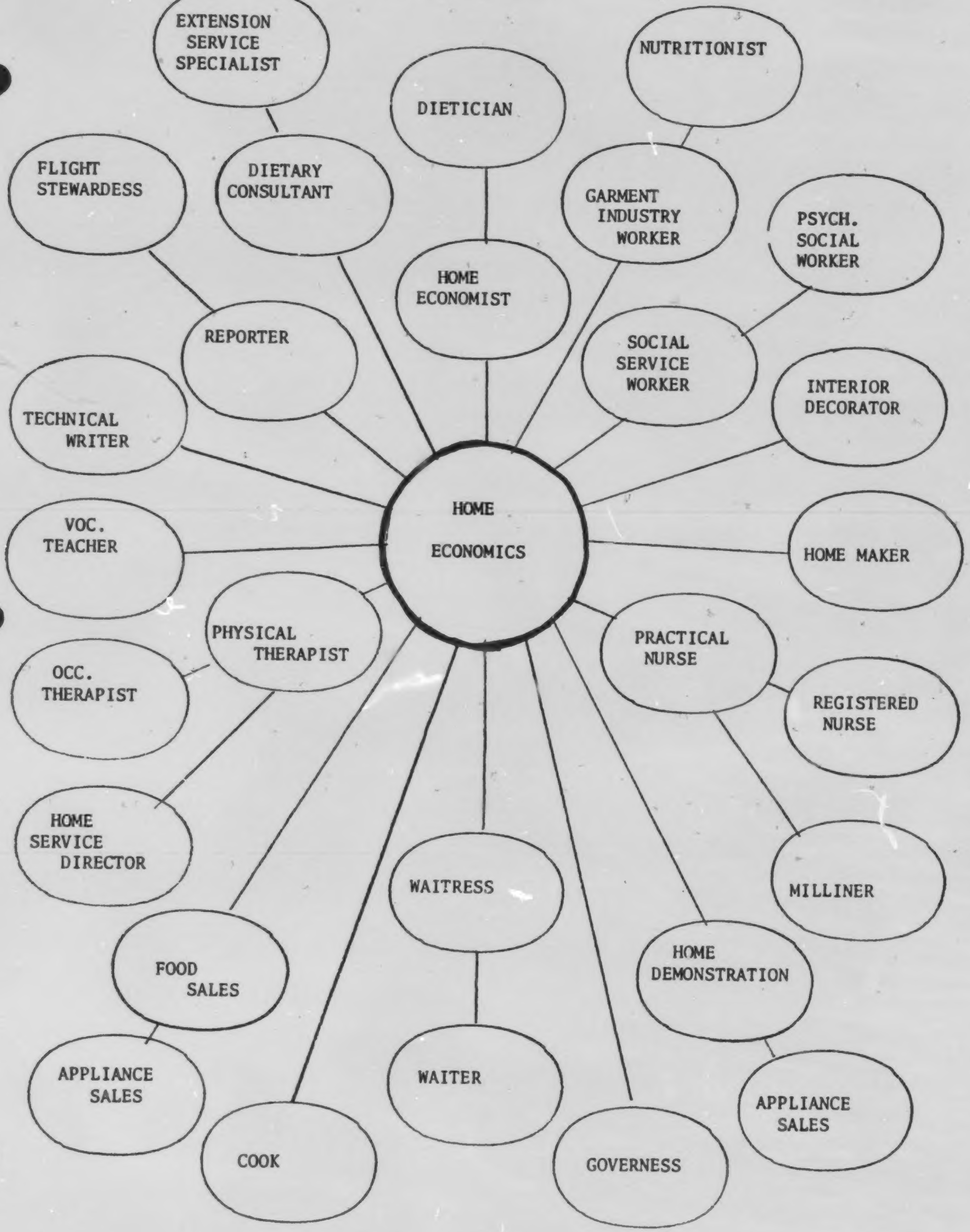
Primary II 8-10 years

Readiness for School

Primary I 6-7 years

Copy of this Handout to all Junior High and High School Special Education Teachers

CAN YOU ADD OTHERS???


EXTENSION SERVICE SPECIALIST
NUTRITIONIST
DIETICIAN
FLIGHT STEWARDESS
DIETARY CONSULTANT
GARMENT INDUSTRY WORKER
PSYCH. SOCIAL WORKER
HOME ECONOMIST
REPORTER
SOCIAL SERVICE WORKER
INTERIOR DECORATOR
TECHNICAL WRITER
HOME ECONOMICS
VOC. TEACHER
HOME MAKER
PHYSICAL THERAPIST
OCC. THERAPIST
PRACTICAL NURSE
REGISTERED NURSE
HOME SERVICE DIRECTOR
MILLINER
WAITRESS
FOOD SALES
HOME DEMONSTRATION
APPLIANCE SALES
WAITER
APPLIANCE SALES
COOK
GOVERNESS

Career articles related to Home Economics can be found in publications from the following sources:

1. Co Ed
2. Forecast
3. Illinois Teacher
4. U. S. Department of Labor

A sample article follows

CAREER DISCOVERY

Jobs For You After High School, Part 4

CAREERS IN LAW ENFORCEMENT

This month we profile two of the many careers in law enforcement. Alicia Parker (page 64) does police patrol work. Pat Roberts works in probation. In this field you will be working to prevent crime and delinquency. You will help see that justice is carried out. You will help protect society and rehabilitate offenders. There are increasing opportunities for women, both high school grads and those with professional training.

Specialized police jobs include criminal investigation, crime analysis, juvenile aid, personnel, and planning. State police officers handle traffic law enforcement and investigations of accidents. Within the criminal justice system there are jobs in probation, parole, the courts, and correctional institutions.

Pat Roberts, Probation Officer

Pat Roberts is counseling one of her clients, a seventeen-year-old who's been in trouble with the law. She asks softly but directly, "How come you didn't show up at school last week? The dean said he'd suspend you if you cut again."

"My mother's in the hospital, and I had to take my sister to the clinic," he answers.

"But why didn't you explain to the dean? You had a legitimate excuse."

"He said I had to come every day, or I'd be out of the program. So when I had to be out, I just didn't go back. I got myself a job," he offers.

To Pat, the most important part of her job is counseling. She's not a probation officer to catch people and punish them. She's trying to help them straighten out their lives.

Pat tries to find out why this boy wants to drop out, and what he really wants to do with his life. Finally, she says, "I think you have to really think this decision through."

Pat always knew she wanted to work with people, and their problems. She's the kind of person friends come to for advice. In high school she was active in student groups. The fact that her parents died young, and she helped raise a younger brother and sister, gave her some special experience. In college Pat prepared to be a social worker, and held summer jobs with Operation Headstart. After graduation, Pat took her city's civil service exams and was accepted for training as a parole officer. She saw her first case after four weeks.

Pat has seen many sides of probation work. As an investigating parole officer, she would interview offenders before they went on trial, and prepare a report to help the judge in sentencing. Typically, she'd have to evaluate whether a person would be better off inside a correctional institution, or out "on the street," with the help of probation or perhaps an anti-drug program.

Photo by Jay Good

Next Pat became a supervising parole officer, because she prefers to have contact with her cases over a longer period of time. For the juvenile courts, she supervised children under sixteen and handled cases of child abuse and child custody. She is now with the criminal courts. Most clients are 16 to 23 years old; they may be men or women. "I like working with young people. They often get more of a chance, especially if this is a first offense."

How does she work on a case? "I set down rules. My clients know they must be off drugs, and keep their appointments with me. Then we set other goals. You have to be in school or working. Drifting just gets you into trouble again. If a person is miserable in what he or she is doing, we try to find a better alternative.

"It sounds simple till you consider the odds against my probationers. They come from families with many problems —where there is poverty, poor education, unemployment, broken marriages. With so many strikes against them, they often feel they'll never make it in society, so why even try."

Pat faces a tough job. "When I first started, I wanted so much to help that I'd respond every time a client needed me. Someone would drop in and I'd drop everything to listen. But I've learned you have to set limits. Otherwise your client will become dependent on you and never learn to rely on himself. You have to be understanding of people, but you can't be soft. I give my clients every chance to make it, but if they mess up, I have to violate their parole. I have sent people to prison.

"One big piece of advice is that you can't expect great big results in this job. The problems are enormous. Some of your cases don't make it, or don't make the kind of progress you'd hope for them. You can't get every client to finish school. Sometimes just seeing them get off drugs is a lot of progress."

Pat also feels there are special rewards in her work. "I feel good when I see people function better, not feel they're a total zero. Some of my clients are wonderful human beings, even if they're not your model citizen. When I don't see them change very much, I still feel I'm helping by giving someone the freedom to confide in me. Often they'll tell me, 'I can't talk to anyone else like this.' "

JOB OUTLOOK

Very good. A typical starting salary is $8,500 per year. Experienced

(continued on page 78)

PAT ROBERTS, PROBATION OFFICER

(continued from page 62)

caseworkers in probation can earn $12,000 per year.

TEST YOUR INTEREST

- Are you considered to have emotional maturity?
- Do you relate easily to others? Do you get along in groups?
- Are you basically concerned with people?
- Can you work out personal differences with your friends?
- Try volunteer or summer work in a camp, community center, or social agency.

EDUCATION

Probation officers do a specialized kind of social work. There are some trainee programs for high school and two-year college grads, but most probation departments require a bachelor of arts degree in social science or social work. Some prefer a master's degree.

TO FIND OUT MORE

Write to The National Council on Crime and Delinquency, 411 Hackensack Avenue, Hackensack, NJ 07601. Ask for the free booklet, "Careers in the Criminal Justice System."

ALICIA PARKER, POLICE OFFICER

(continued from page 64)

every day. It's exciting."

JOB OUTLOOK

Very good. There is a trend to increase the number of women in police work, and to give them a broader range of assignments than in the past. City police officers' average salaries are $10,000 to $11,000 per year.

TEST YOUR INTEREST

- Can you communicate well with all kinds of people?
- Do you like being physically active?
- Do you want to serve the community?
- Can you stay cool in a crisis?
- Participate in Police Athletic League or another police-sponsored community project.

EDUCATION

A high school diploma is required by almost every law-enforcement agency. College training can be valuable in preparing for advancement and specialized areas such as criminology and police administration. Applicants must pass a written exam and be in excellent physical condition.

TO FIND OUT MORE

Write to the International Association of Chiefs of Police, Inc., 11 Firstfield Road, Gaithersburg, MD 20760. Ask for the brochure "Requirements for a Police Career."

EDITOR'S NOTE: If you think you may be interested in a law-enforcement career, ask your teacher to show you the "opportunities chart" on page F-55 of her February issue of FORECAST for Home Economics.

EXAMPLES OF HOW EACH AREA CAN BE FURTHER BROKEN DOWN INTO JOB AREAS

"NEWS BULLETIN"*

PICK YOUR JOB

Employment Opportunities

related to

CLOTHING

1. Alterations girl in a department store
2. Dressmaking and altering clothing at home
3. Selling:
    a. Clothing
    b. Yard goods and notions
4. Making draperies and curtains
5. Cover buttons, make belts
6. Sewing machine demonstrator
7. Making children's clothing
8. Making specialty items at home such as aprons, stuffed animals, place mats, and holiday table cloths
9. Dry cleaning and laundry aid who may work as a sorter, spotter, presser or inspector
10. Attendant in a self-service laundry
11. Performing a laundering service at home
12. Helper in a hospital linen room---counting, handing out and repairing

√

Examples of career education integration

1. Foods: Simulated running of soda shop and/or actual experience. This may involve all students or only interested students. (Some May be involved with management, buying, etc). Students would not only be learning food principles, serving etiquette, grooming, management, consumer education, and responsibility but would be exploring these occupations.
2. Nutrition: When working with planning of diets, why not simulate a dietition's responsibility and how special diets are actually planned. From this, students could prepare foods following insitutional methods or as if they were preparing special diets for family members. Students will soon see the importance of dietary planning, understand RDA and MDA, serving amounts, as well as attractive table settings, cleanliness, and accuracy in food preparation. This activity gives menu planning some purpose and relevancy.
3. Clothing: When making craft projects or easily constructed garments, set up an assembly line production. Students could be assigned various occupations that are actually found in a garment factory. For high level students, designing a project and carrying it through the various steps include making the pattern and construction would surely be challenging.

Although I have only mentioned, three areas of Home Economics you can easily contemplate ways that career education can be integrated with other curriculum materials such as Consumer Education, Grooming, Child Care and Development, Leisure Time Projects and Crafts, Family. The above examples are general. They in no way include all the possible choices and ideas for integrating subject matter with career education.

Employment Opportunities
related to
FOODS

1. Helper in lunchroom
2. Bakery helper or sales clerk
3. Hostess in a restaurant
4. Soda fountain girl
5. Helper in a foods testing laboratory
6. Food service helper
7. Helper in a hospital, nursing home or other institutions
8. Household assistant and cook for a full-time employed homemaker
9. Food store helper (wrapper, salesgirl, checker, stockgirl
10. Making specialty items in the home (cakes, cookies, candy, tea, and sandwiches)
11. Family dinner service specialist

THIS SKIT IS AN EXAMPLE OF SIMULATED WORK EXPERIENCE

SKIT

IT HAPPENED IN THE SODA SHOP

SETTING: Soda Shop - manager talks to two new waitresses, then girls come in and sit at 2 tables. One table of girls is waited on immediately by Dependable Dolly.

CHARACTERS:
1. 1 manager
2. 2 waitresses
3. girls (any number) to sit at 2 tables

MATERIALS NEEDED: napkins, paper cups, straws

SKIT

MANAGER: (talks to Dependable Dolly and Unpredictable Polly) - "Girls I want you to be sure to serve customers as soon as possible after they are seated. Make sure to get the orders correct and try to remember who ordered each item. Always be friendly and courteous to the customers. Be careful when you are carrying orders and when you serve them."

1 GROUP OF GIRLS COME IN AND SEAT THEMSELVES

DEPENDABLE DOLLY: (as soon as girls are seated Dolly walks over to her table) "Good afternoon girls, what will you have today?"

GIRLS: 1 vanilla shake, 1 chocolate shake, 1 vanilla shake.

DOLLY: "That's 2 vanilla shakes and 1 chocolate. Thank you." (Dolly gives order to manager) "2 vanilla shakes and 1 chocolate." (While Dolly waits for the order to be made, she takes napkins and straws to the girls at her table.)

MANAGER: "Dolly, order ready."

DOLLY: (Dolly serves the shakes carefully--remembering which flavor goes to each girl.) "I hope you enjoy your shakes, and if you want anything else, I will be happy to get it for you."

GIRLS: (The other group of girls come in and seat themselves.)

UNPREDICTABLE POLLY: (Polly waits about 3 to 5 minutes before going over to get the order. During this time, she sits on a stool and files her nails as if no one is waiting for her service.) Polly finally goes over to take the order - she greets the girls with - "WHAT DO YOU WANT?"

GIRLS: "1 chocolate shake, 1 vanilla shake, 1 chocolate shake."

POLLY: (to manager) 2 vanilla shakes and 1 chocolate. While waiting for the order, Polly combs her hair.

MANAGER: "Polly, order ready."

POLLY: (serves shakes carelessly and tips over 1 shake. Serves wrong flavor to the girls.)

GIRLS: "I ordered vanilla, not chocolate, yes and I ordered chocolate not vanilla." They discover Polly gave their order in wrong and tell her. Polly argues with them. They become dissatisfied with the service and leave.

POLLY: (just stands with hands on her hips and stares)

MANAGER: "Polly!! You did everything wrong!!"

I will check what I think is the best choice in each of the situations given below.

1. ______ Eating a bun and coffee for breakfast
   ______ Eating bacon, eggs, toast, fruit, and milk for breakfast

2. ______ Eating a hamburger and a soft drink at the drugstore
   ______ Having a hamburger, corn, Lima beans, and milk at home

3. ______ Eating a big piece of cake in the afternoon
   ______ Drinking a glass of orange juice or milk in the afternoon

4. ______ Waiting for dinner at 6:00 P. M.
   ______ Eating an apple at 5:30 in the afternoon

5. ______ Drinking milk for dinner
   ______ Drinking soft drinks for dinner

6. ______ Sitting down at the table with my family for meals
   ______ Eating a can of cold beans in the kitchen

7. ______ Eating a bag of potato chips and a candy bar for lunch
   ______ Eating a peanut butter sandwich, soup, and milk for lunch

8. ______ Eating five rolls and a piece of meat for dinner
   ______ Eating meat, vegetables, rolls, and milk for dinner

9. ______ Trying some food I have never had before
   ______ Never tasting any new foods

10. ______ Taking time to eat three good meals a day
    ______ Skipping meals because I am in a hurry

I will check the vaccinations and shots that I have had.

_____ Smallpox
_____ Polio
_____ Diphtheria
_____ Typhoid
_____ Flu
_____ Measles
_____ Tetanus
_____ Whooping cough
_____ Scarlet fever

Sometimes I will become sick even if I have been careful. I should see my doctor if I become sick. The doctor may give me medicine to make me feel better. It is very important to do what my doctor tells me to do. I should only take medicine that my doctor or my parents give me.

Here is a list of things that help me fight sickness. I will check the things that I do now.

_____ I wash my hands before eating.

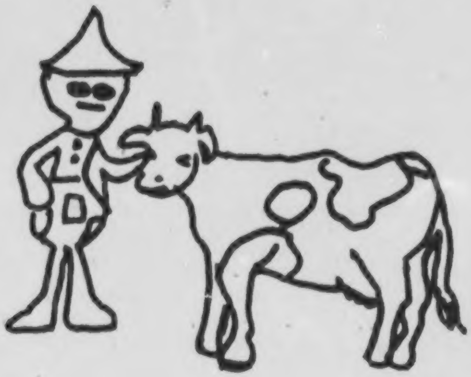
_____ When I do not feel well, my parents call the doctor.

_____ I help to keep my house clean.

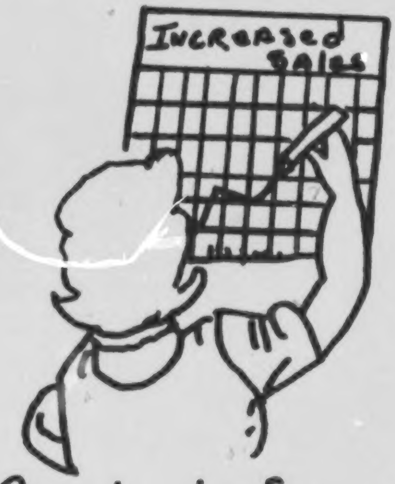
_____ I try to see my doctor once a year for a checkup.

_____ I only take medicine given to me by my doctor or my parents.

_____ I eat the proper foods and get a lot of rest.



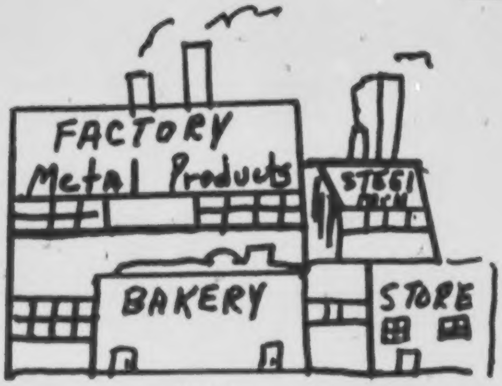
Exposure


Increased
Sales

Real Life
Experiences

Career Orientation

7-8


FACTORY
Metal Products
STEEL
MILL
BAKERY
STORE

Field Trips to
Business + Industry

Resource
People

Role Playing

Trying out

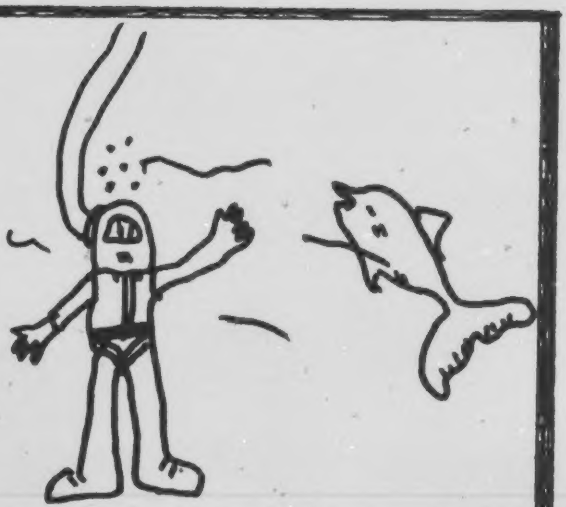
Career Exploration

9 - 12

Hands-on Activities

What's it like?

Vo-Tech School



On-the-job-training

Career Preparation

10-12

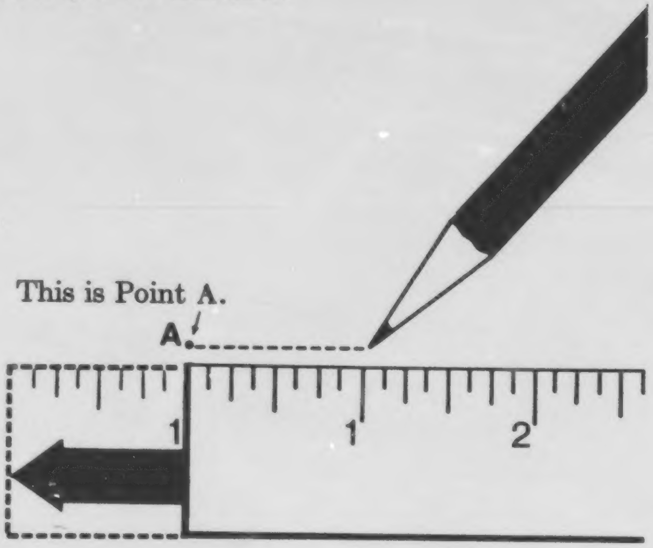
Distributive Education

Vo-Ag Skills

You learned that using your own feet to measure in feet did not work well. People's feet come in all different sizes. The same thing happens when you try to use your thumb for measuring inches. People's thumbs are not all the same size. Using a ruler, a whole inch is always the same size.

LET'S MEASURE

1. Put the left end of your ruler at Point A. Draw a line against your ruler from Point A to just over 1. Move your ruler left until 1 is at Point A. Draw a line against your ruler from 1 to 2.



You made two lines using your ruler. Are these two lines different or the same? __________ Is one line as long as the other line? __________

Why? ____

How long are the lines? __________

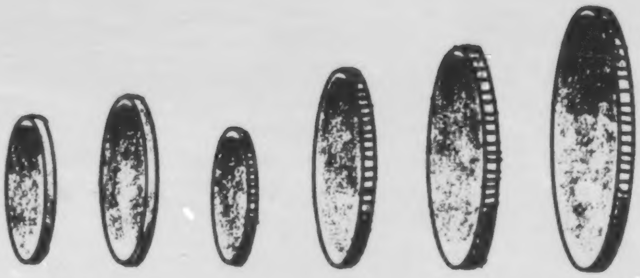
2. Put the left end of your ruler under Point A of Line AB. Make the top of your ruler even with Line AB. What number on your ruler is right under Point B? __________ This number tells you how long Line AB is. Line AB is __________ __________ long.

This is Line AB. **A**__________**B**

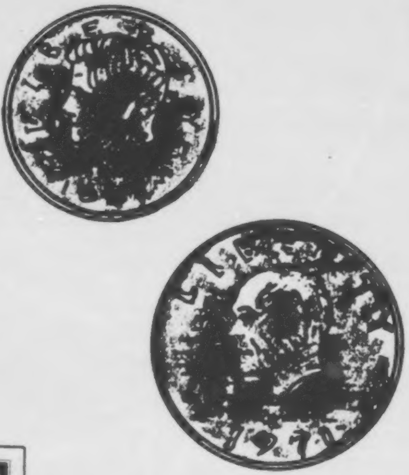
3. Put the left end of your ruler under Point C of Line CD. Make the top of your ruler even with Line CD. What number on your ruler is right under Point D? __________ How long is Line CD? __________ __________

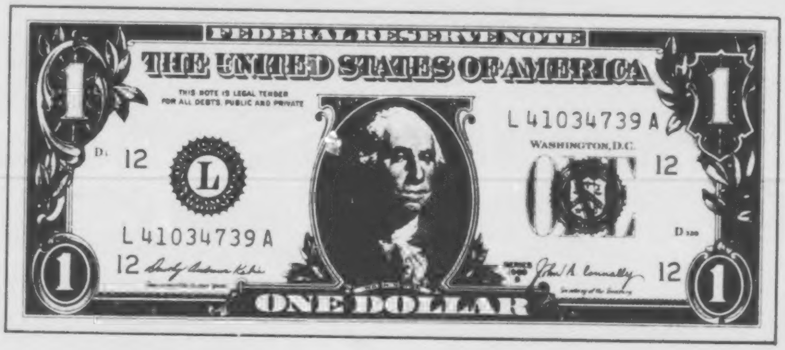
This is Line CD. **C**____________________**D**

The penny and the nickel have smooth edges. All of the other coins have rough edges. They have many lines cut into them. Blind people can tell one coin from another by touch. Can you?

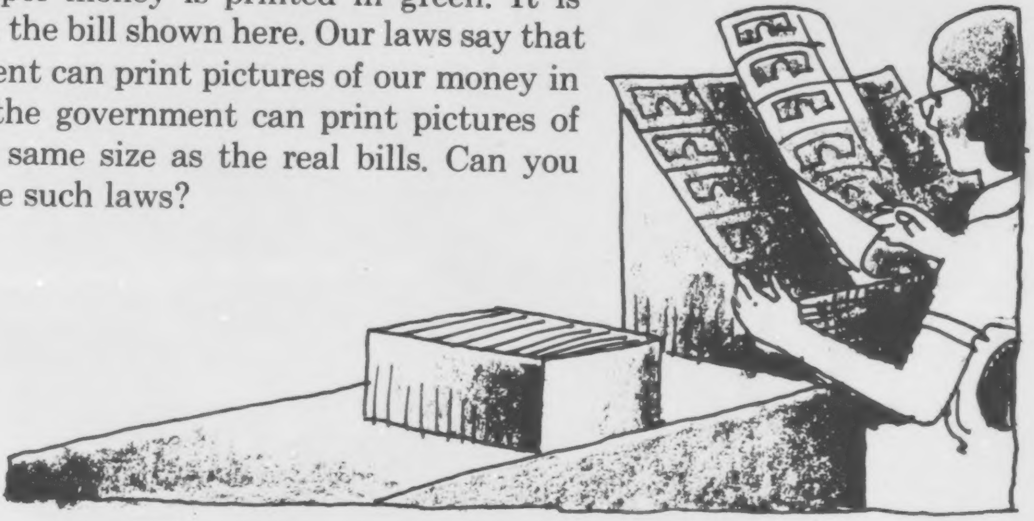


The dollar coin with President Eisenhower on its front is a very new coin. It first came out in 1971. When coins are very new, many people collect them. They do not circulate, and they become hard to find. You probably will not see many of them in the next few years. The same thing happened to the President Kennedy half-dollar after it came out in 1964. Most of the time, people use the dollar bill anyhow. Do you know which of our presidents is pictured on this dollar bill?




FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
THIS NOTE IS LEGAL TENDER FOR ALL DEBTS, PUBLIC AND PRIVATE
L 41034739 A
WASHINGTON, D.C.
12
L
ONE
L 41034739 A
1
ONE DOLLAR

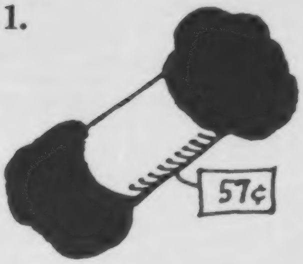
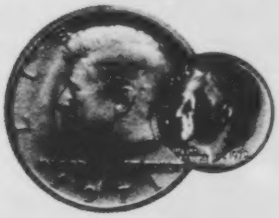
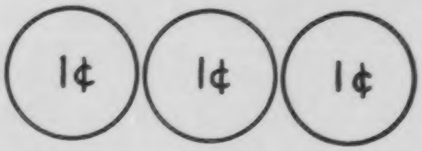
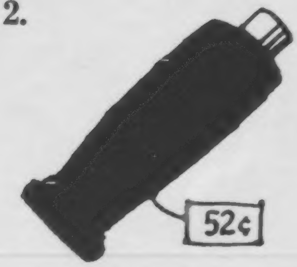
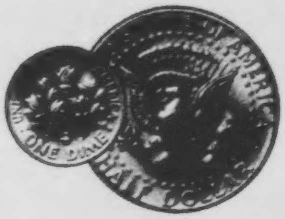
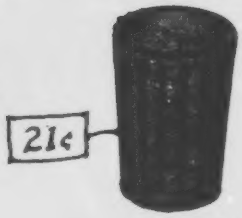
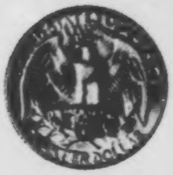
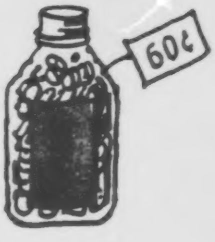
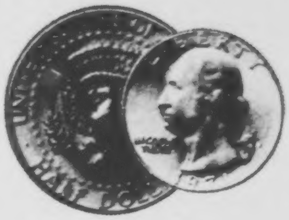
All of our paper money is printed in green. It is bigger in size than the bill shown here. Our laws say that only the government can print pictures of our money in green. And only the government can print pictures of bills that are the same size as the real bills. Can you guess why we have such laws?



NAME ______________________________

Figuring Your Change

You are buying the items in the first column with the money in the second column. Figure out what your correct change should be and draw it in the third column. Then write the total amount of your change in the blank.

	You Buy	Pay With	Your Change
1.			 Total change 3 ¢
2.		 ONE DIME HALF DOLLAR	Total change ___ ¢
3.		 QUARTER DOLLAR	Total change ___ ¢
4.		 LIBERTY HALF DOLLAR	Total change ___ ¢

McDONALD'S®

SAMPLE COPY

APPLICATION FOR EMPLOYMENT

McDonald's

PERSONAL INFORMATION

DATE ________ SOCIAL SECURITY NUMBER ________

NAME ________ LAST ________ FIRST ________ MIDDLE ________ AGE ________

PRESENT ADDRESS ________ NO. & STREET ________ CITY ________ STATE ________ HOW LONG THERE? ________

PREVIOUS ADDRESS ________ NO. & STREET ________ CITY ________ STATE ________ HOW LONG THERE? ________

PHONE NO. ________ OWN HOME ________ RENT ________ BOARD ________ DATE OF BIRTH ________ HEIGHT ________

WEIGHT ________ MARRIED ________ SINGLE ________ WIDOWED ________ DIVORCED ________ SEPARATED ________ CITIZEN OF U. S. A.? ________

NO. OF CHILDREN ________ DEPENDENTS OTHER THAN WIFE OR CHILDREN ________ REFERRED BY ________

EDUCATION

NAME AND ADDRESS OF LAST SCHOOL ATTENDED ________ DATES ________

CIRCLE LAST YEAR COMPLETED — GRADE 5 6 7 8 HIGH SCHOOL 1 2 3 4 OTHER 1 2 3 4

SPECIAL TRAINING AND SKILLS ________

MILITARY

BRANCH ________ FROM ________ TO ________ RANK ________ TYPE DISCHARGE ________ DRAFT CLASS ________

FORMER EMPLOYERS

LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

EVER DISCHARGED FROM A JOB? ________ MAY WE CALL PRESENT EMPLOYER? ________ EVER BONDED? ________

EVER REFUSED BOND? ________ EVER APPLY OR WORK AT McDONALD'S® BEFORE? ________ WHERE? ________ WHEN? ________

EVER ARRESTED? ________ IF SO, PLEASE EXPLAIN ________

DO YOU HAVE ANY OVERDUE BILLS? ________ IF SO, PLEASE EXPLAIN ________

PHYSICAL RECORD

HAVE YOU ANY DEFECTS IN HEARING? ________ IN VISION? ________ IN SPEECH? ________

ANY OTHER PHYSICAL DEFECTS? ________

WERE YOU EVER INJURED? ________ GIVE DETAILS ________

IN CASE OF EMERGENCY NOTIFY ________ NAME ________ ADDRESS ________ PHONE NO. ________

GENERAL ELECTRIC

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR EMPLOYMENT

SAMPLE COPY

It is the policy of the General Electric Company to provide employment, training, compensation, promotion and other conditions of employment without regard to race, color, religion, national origin, sex or age, except where age or sex are bona fide occupational requirements.

PERSONAL

PRINT NAME ______ Last ______ First ______ Middle ______ (Maiden) ______ SOC. SEC. NO. ______

TEMPORARY ADDRESS ______

PERMANENT ADDRESS ______ No. & Street ______ City ______ State ______ Zip Code ______ Telephone ______

	NAME	RELATION	NAME	RELATION
NAMES OF HUSBAND OR WIFE, AND DEPENDENT CHILDREN				
PARENTS' NAMES				

NOTIFY IN EMERGENCY ______ Name ______ Address ______ Telephone ______

HAVE YOU ANY DEFECTS OR LIMITATIONS? (Physical, Mental, other.) ☐ YES ☐ NO IF YES, EXPLAIN FULLY ______

CHECK ONE: MAN ☐ WOMAN ☐

HEIGHT ______ WEIGHT ______

JOB INTEREST

POSITION DESIRED ______ WAGES OR SALARY EXPECTED $ ______ PER {HR. WK. MO.

OTHER POSITIONS FOR WHICH YOU ARE QUALIFIED ______ DATE AVAILABLE ______

WHAT INTERESTED YOU IN GE? ______

LIST NAMES AND COMPANY LOCATIONS OF RELATIVES EMPLOYED BY GE ______

WERE YOU EVER EMPLOYED BY GE? IF YES, WHERE & WHEN? ______ HAVE YOU EVER APPLIED FOR WORK AT GE? IF YES, WHERE & WHEN? ______

EDUCATION AND TRAINING

CIRCLE HIGHEST GRADE COMPLETED IN EACH SCHOOL CATEGORY	GRADE SCHOOL	HIGH SCHOOL	COLLEGE	GRAD. SCHOOL
	1 2 3 4 5 6 7 8	9 10 11 12	1 2 3 4	1 2 3 4

	NAME	LOCATION	COURSE-DEGREE	YEAR GRADUATED
GRADE SCHOOL			X X X X	
HIGH SCHOOL				
COLLEGE				
GRADUATE SCHOOL				

APPRENTICE, BUSINESS OR VOCATIONAL SCHOOL ______

SERVICE SCHOOLS OR SPECIAL SERVICE EXPERIENCE ______

OTHER TRAINING OR SKILLS (Factory or Office Machines Operated, Special Courses, etc.) ______

POSSIBLE BUSINESS RELATED INTERESTS (Volunteer Fireman, First Aid Training, etc.) ______

MILITARY

BRANCH OF U.S. SERVICE	DATE ENTERED	DATE DISCHARGED	FINAL RANK	SELECTIVE SERVICE CLASSIFICATION

TYPE DISCHARGE ______ RESERVE OR NATIONAL GUARD STATUS ______

HAVE YOU EVER BEEN CONVICTED OF A MISDEMEANOR OR A FELONY? ☐ YES ☐ NO IF YES, EXPLAIN FULLY ______

FN-991 (4-71)

PLEASE COMPLETE OTHER SIDE

MY PERSONAL HISTORY

NAME ______________________________ (LAST) (FIRST) (MIDDLE) Male ☐ Female ☐

ADDRESS ______________________________ (NUMBER) (STREET) (CITY) (STATE) (ZIP) HOW LONG AT THIS ADDRESS? ________ YEARS

PREVIOUS ADDRESS ______________________________ (NUMBER) (STREET) (CITY) (STATE) (ZIP) HOW LONG AT THIS ADDRESS? ________ YEARS

TELEPHONE ____________ SOCIAL SECURITY NUMBER ____________ DRIVER'S LICENSE? ☐ YES ☐ NO

AGE ________ YEARS DATE OF BIRTH ______________ (MONTH DAY YEAR) HEIGHT ______ FEET ______ INCHES

PLACE OF BIRTH ______________________________ (CITY) (STATE) WEIGHT ______ POUNDS

Father's name ______________________________ (LAST) (FIRST) (MIDDLE)

Mother's name ______________________________ (LAST) (FIRST) (MIDDLE)

Father's occupation ______________ Mother's occupation ______________

Are you single? married? divorced? separated? widow? widower? (Circle the answer.)

Name any language you know other than English: ______________________________

How well do you know it? (Underline the answer.) understand? speak? read? write?

EXERCISE 3

My Educational Record

An employer will always want to know about your educational record. It is important to an employer to know what schools you have gone to. Often, the employer will write or call these schools to learn what kind of student you have been. Even more important sometimes are the subjects that you studied in school. Some of these subjects make you better prepared for a job in the eyes of an employer.

You may have to think a long way back to fill out your educational record. You may have to ask your parents for help. Put together all of the information for your educational record on these two pages. Keep it until you need it when you apply for a job.

MY EDUCATIONAL RECORD

SCHOOLS ATTENDED

GRADE	NAME OF SCHOOL	ADDRESS	DATES ATTENDED
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

TELEPHONE NUMBER OF PRESENT SCHOOL ______________________________

TSpE-2.8

MY WORK EXPERIENCE RECORD

DATES	EMPLOYER, ADDRESS	KIND OF WORK	HOURS PER WEEK	RATE OF PAY
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				

EXERCISE 6

My Health Record

Your health is important for any job—for your safety and for the safety of other people. Job application forms will ask you questions about your health and your physical condition. There will be questions such as those on the form below—and often many more. Fill out your health record and keep it for future use. You may need help from your parents.

MY HEALTH RECORD

1. HOW IS YOUR GENERAL HEALTH? EXCELLENT ______ GOOD ______ POOR ______
2. HAVE YOU A HEALTH CERTIFICATE? YES ______ NO ______
3. DO YOU NEED TO WEAR GLASSES? YES ______ NO ______
4. DO YOU NEED TO WEAR A HEARING AID? YES ______ NO ______
5. CAN YOU SEE COLORS CORRECTLY? YES ______ NO ______
6. HAVE YOU ANY PHYSICAL HANDICAPS OTHER THAN THOSE OF SEEING OR HEARING? IF YOU HAVE, LIST THEM HERE.

7. DO YOU HAVE A FAMILY DOCTOR? YES ______ NO ______

   DOCTOR'S NAME ______________________________ TELEPHONE ______________

   ADDRESS ____

   NUMBER STREET CITY STATE ZIP CODE

8. DO YOU BELONG TO ANY MEDICAL PLAN? IF SO, NAME, ______________________
9. WHEN DID YOU HAVE YOUR LAST PHYSICAL CHECKUP? ______________________ DATE
10. WHEN DID YOU HAVE YOUR LAST TUBERCULOSIS TEST? ______________________ DATE
11. DESCRIBE ANY MAJOR ILLNESS, INJURY, OR OPERATION YOU HAVE HAD.

12. IF YOU HAVE HAD PROBLEMS WITH ANY OF THE FOLLOWING, INDICATE BY A CHECK MARK.

☐ HEART
☐ BACK
☐ EPILEPSY
☐ ASTHMA
☐ RUPTURE (HERNIA)
☐ DIABETES
☐ FAINTING OR DIZZINESS
☐ HAY FEVER, ALLERGY
☐ TUBERCULOSIS
☐ NERVOUS BREAKDOWN*
☐ VENEREAL DISEASE*
☐ DRUGS*

* Do *not* check the boxes for drugs, nervous breakdown, or venereal disease. They are listed here only because you will sometimes find them on application forms. Don't be surprised, and answer truthfully if you are asked.

Notebook Entry 28 PERSONAL DATA SHEET

PERSONAL DATA SHEET

Name ____________________

Address ____________________
(Number and Street)

____
(City, State, and Zip Code)

Phone Number ____________________

Sex ________ Male ________ Female

Age ________ Birth Date ____________________
Month Day Year

Height ________ Place of Birth ____________________
(City, County, State)

Weight ________

Social Security Number ____________________ Draft Status ________

Father's full name ____________________

Mother's full name ____________________
(maiden name)

Education From (year) To (year)

Elementary ____________________
(Name of school)

Junior High ____________________

Senior High ____________________

References

Name ____________________ Relationship ________

Address ____________________

Name ____________________ Relationship ________

Address ____________________

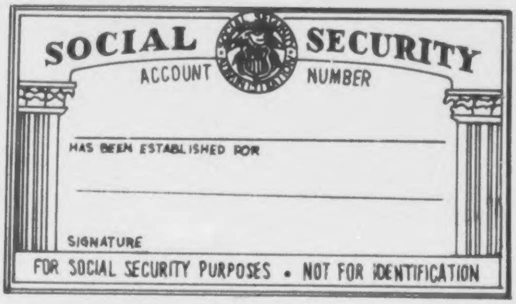
Name ____________________ Relationship ________

Address ____________________

Notebook Entry 26

WORKING PAPERS

Have you applied for - or do you have - a social security card? If you have one, write your social security number on this form.



SOCIAL SECURITY
ACCOUNT NUMBER

HAS BEEN ESTABLISHED FOR

SIGNATURE

FOR SOCIAL SECURITY PURPOSES • NOT FOR IDENTIFICATION

Fill in information from your birth certificate.

PLACE OF BIRTH

County of ____________________

City of ____________________

STATE OF
DEPARTMENT OF HEALTH
CERTIFICATE OF BIRTH

Primary Registration Dist. No. _

Hospital ____________________

Date of birth ____________________.

FULL NAME OF CHILD

____

Sex ____________________

CERTIFICATE OF ATTENDING PHYSICIAN

I hereby certify that I attended the birth of this child, who was born alive at (time) __________ on the date above stated.

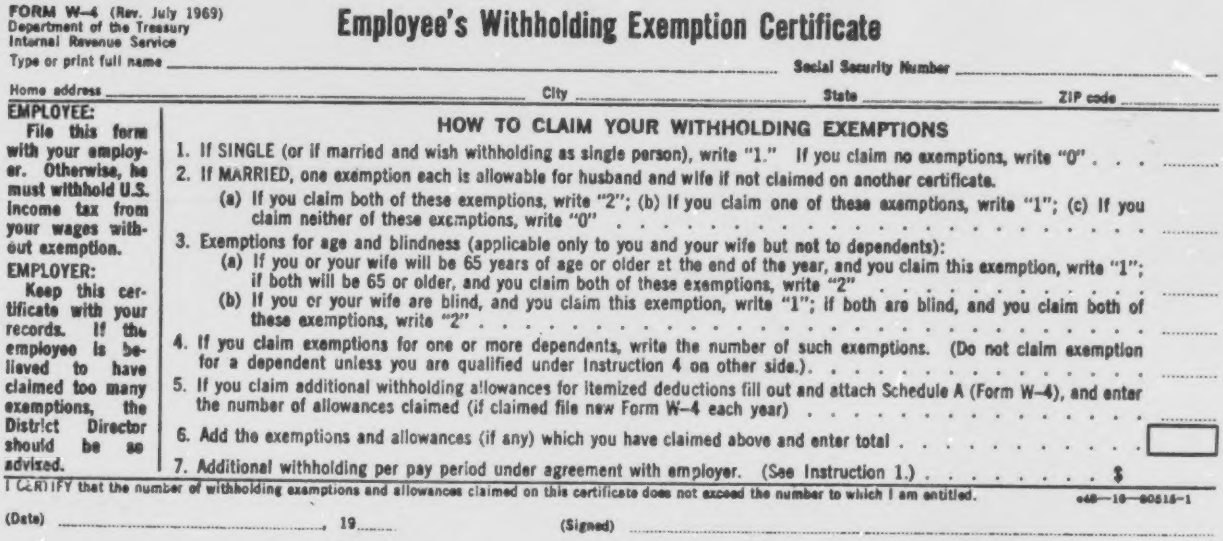
(Signed) ____________________

Address ____________________

REGISTRAR ____________________

Notebook Entry 40

PAYCHECK DEDUCTIONS



FORM W-4 (Rev. July 1969)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Exemption Certificate

Type or print full name ______ Social Security Number ______

Home address ______ City ______ State ______ ZIP code ______

EMPLOYEE: File this form with your employer. Otherwise, he must withhold U.S. income tax from your wages without exemption.

EMPLOYER: Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, the District Director should be so advised.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0" . . . .
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
   (a) If you claim both of these exemptions, write "2"; (b) If you claim one of these exemptions, write "1"; (c) If you claim neither of these exemptions, write "0" . . . .
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . .
   (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2" . . . .
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under Instruction 4 on other side.). . . . .
5. If you claim additional withholding allowances for itemized deductions fill out and attach Schedule A (Form W-4), and enter the number of allowances claimed (if claimed file new Form W-4 each year) . . . .
6. Add the exemptions and allowances (if any) which you have claimed above and enter total . . . . ☐
7. Additional withholding per pay period under agreement with employer. (See Instruction 1.) . . . . $

I CERTIFY that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled. c48—16—80516—1

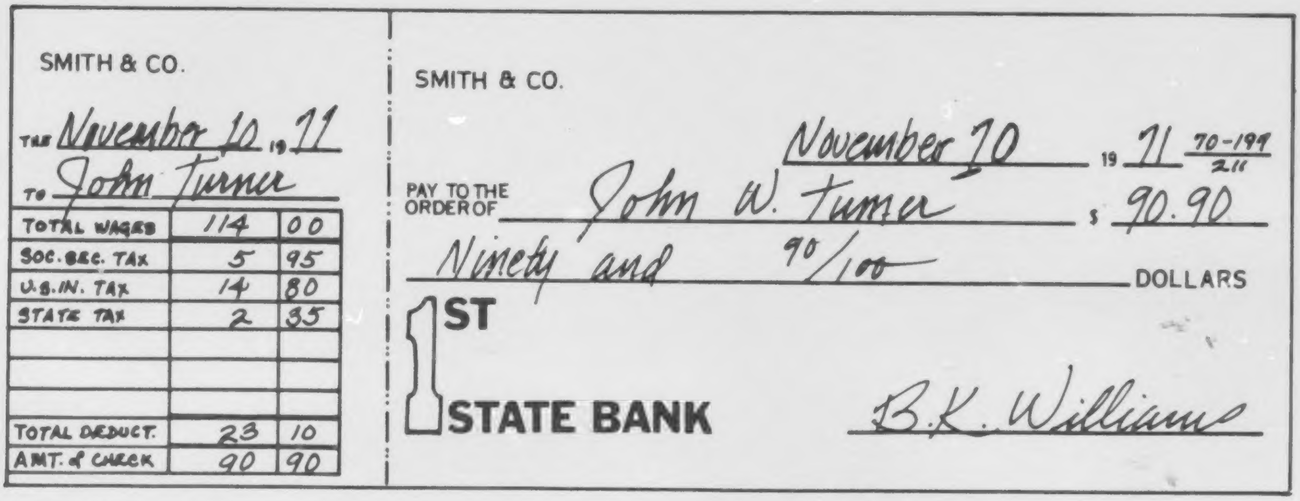
(Date) ______, 19____ (Signed) ______

Address of local IRS office:

______
______
______
______

Draw arrows to these items:

Federal income tax
State income tax
FICA
Insurance



SMITH & CO.

THE November 10 19 71
TO John Turner

TOTAL WAGES	114	00
SOC. SEC. TAX	5	95
U.S. IN. TAX	14	80
STATE TAX	2	35
TOTAL DEDUCT.	23	10
AMT. of CHECK	90	90

SMITH & CO.

November 10 19 71 70-199/211

PAY TO THE ORDER OF John W. Turner $ 90.90

Ninety and 90/100 DOLLARS

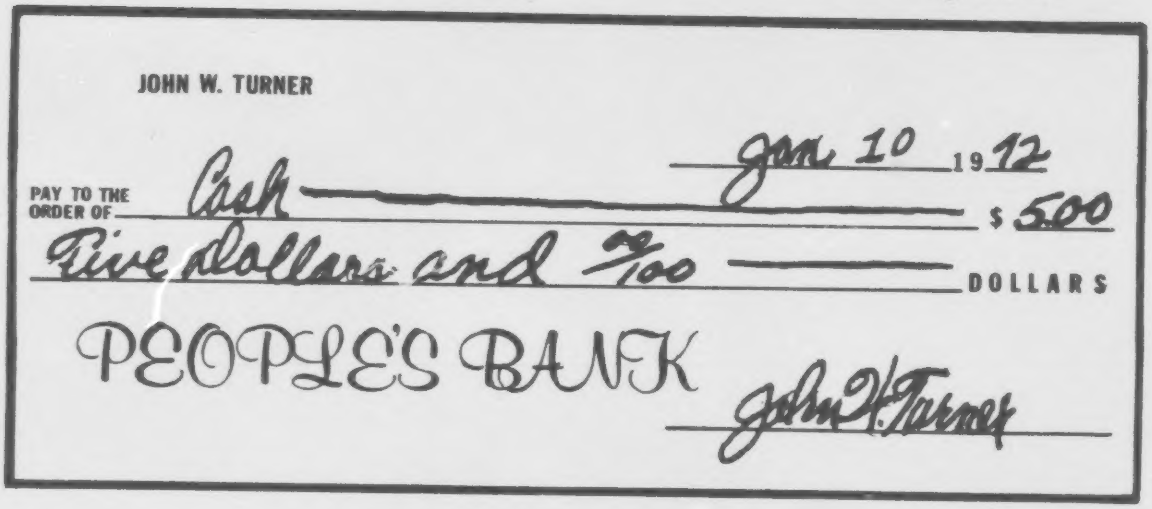
1ST STATE BANK

B.K. Williams

Notebook Entry 38

Draw arrows to the following items on the personal check:

date
payee
amount
signature



JOHN W. TURNER

Jan 10 19 72

PAY TO THE ORDER OF Cash $ 5.00

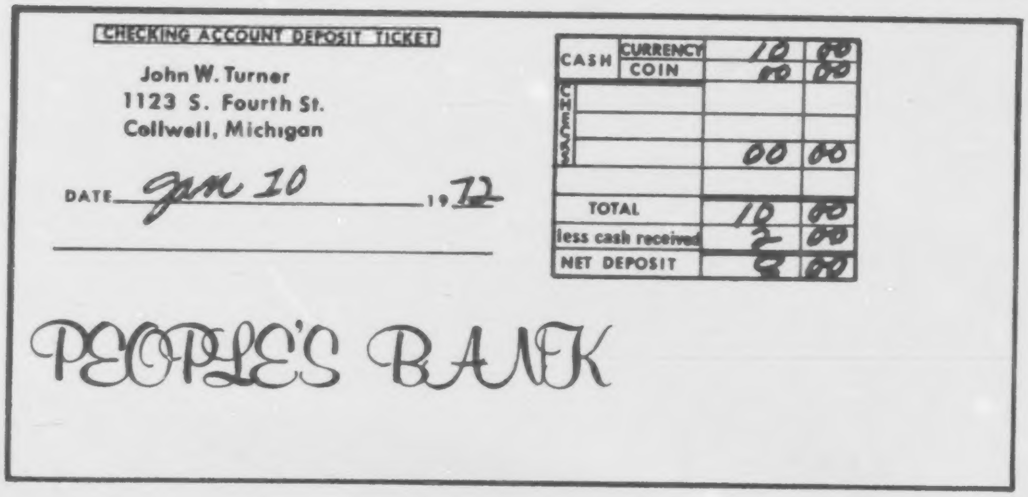
Five Dollars and 00/100 DOLLARS

PEOPLE'S BANK

John W. Turner

Draw arrows to the following items on the deposit slip:

date
amount
less cash
total deposit



CHECKING ACCOUNT DEPOSIT TICKET

John W. Turner
1123 S. Fourth St.
Collwell, Michigan

DATE Jan 10 19 72

CASH	CURRENCY	10	00
	COIN	00	00
CHECKS			
		00	00
TOTAL		10	00
less cash received		2	00
NET DEPOSIT		8	00

PEOPLE'S BANK

E-Z MARKETS SALE!

THIS WEEK ONLY

SHOP AND COMPARE OUR PRICES

OPEN 9 A.M. TO 9 P.M., TO 6 P.M. ON SUNDAYS

MAXWELL HOUSE
COFFEE
2 LB.
REG. $1.40
NOW $1.09

HEINZ
CATSUP
14 OZ. REG. 27¢
NOW 22¢

GIANT SIZE TIDE
DETERGENT
REG. 83¢
NOW 59¢

CALO
CAT FOOD
REG. 3 FOR $1.00
NOW 4 FOR $1.00

SWIFT'S ALL MEAT
HOT DOGS
REG. 79¢
NOW 65¢

DEL MONTE
CORN
REG. 23¢
NOW 19¢

SPRING CHICKEN JUMBO
EGGS
DOZ. REG. 67¢
NOW 60¢

SPAM
REG. 62¢
NOW 57¢

CRISCO VEGETABLE
OIL 24 OZ.
REG. 48¢
NOW 39¢

BAKER'S DELIGHT
WHITE BREAD
REG. 36¢
NOW 4 FOR $1.00

BIRDSEYE
ORANGE JUICE
REG. 4 FOR $1.00
NOW 5 FOR $1.00

NABISCO SALTINE
CRACKERS
1 LB. BOX
REG. 37¢
NOW 33¢

CARNATION
TUNA
REG. 39¢ A CAN
NOW 4 FOR $1.00

ULTRA-BRITE GIANT SIZE
TOOTHPASTE
REG. 79¢
NOW 57¢

Now fill out this chart for the stores you visited. Make an X for a store each time you answer *yes* to a question.

Comparing Food Stores

Questions	*Store 1*	*Store 2*	*Store 3*
1. Does this store sell good food?			
2. Is this store close enough to my home?			
3. Does this store have many different kinds of food to choose from?			
4. Is the service at this store good?			
5. Does this store have low prices?			

Did you make X's in every box for a store? If you did, then that store is a *very* good place to shop.

Did you make X's to Questions 1, 2, 3, and 5 for a store? If you did, then that is a good place to shop.

Did you make X's to Questions 1, 2, and 5 for a store? If you did, that store could still be a good place to shop. But you may also have to go to another store once in a while.

Don't shop in a store that did not get X's for Questions 1 and 5. That store is not a good place to go shopping.

Which of the stores you visited is the best one for your shopping? ____________

____________________________________.

How You Should Look

Your clothes for an interview do not have to be new. But they should be clean and pressed. Your shoes should be shined. Your face and hands should be clean. Your fingernails should be clean. Your hair should be neat and combed. You should brush your teeth before you go to the interview.

What you should wear when applying for a job depends on the job you are after. If you are a boy applying for a job in a business office, you would wear a well-pressed suit or a sports coat and matching slacks. You would have on a clean shirt and a tie, and your shoes would be shined. You would not wear anything loud. But if you are applying for a job on a farm, you will be better dressed if you wear clean jeans, a clean work shirt, and clean boots.

A girl should not wear fancy clothes when applying for a job. She should not wear fancy jewelry. She should not wear lots of makeup or have a fancy hairstyle either. She should wear a simple suit or dress and shoes that are in good taste.

How You Will Be Judged

The interviewer will judge you by many things. He will study your appearance. He will listen to you talk. He will consider not only what you say, but the way you say it. He will watch your actions. He will look to see if you sit straight and walk straight. He will judge you by your manners, your education, and your experience. He will judge you on how he thinks you will fit in with the people already on the job. Think about these things very carefully before you go for an interview.

Personal Appearance Checklist

Boy

___ Am I clean?
___ Did I brush my teeth?
___ Are my nails clean?
___ Is my hair trimmed, neat, and clean?
___ Did I shave?
___ Are my shoes shined?
___ Are my clothes clean and pressed?

Girl

___ Am I clean?
___ Did I brush my teeth?
___ Are my nails clean?
___ Is my hairstyle neat and simple?
___ Is my makeup simple?
___ Are my shoes clean and do they match my outfit?
___ Is my dress clean and pressed?

Building Service Jobs

Working in All Kinds of Buildings

Janitor (male or female)

1. Sweeps, vacuums, and polishes floors.
2. Cleans and dusts.
3. Empties garbage.
4. Cleans restrooms.
5. Washes windows.
6. Moves furniture.
7. Maintains heating system.
8. Shovels snow.
9. Makes simple repairs.

The Evening and Sunday Bugle

CLASSIFIED WANT AD SECTION

Help Wanted, Women

ASSIST gen housekeeping. Pri. rm., bath., TV. Exp. Local refs. $225 up 678 3492

BABY SITTER—Live in/out. $25 wk., 5 days. 743 7000, ext. 639 days. 386 7421 eves

BAKERY SALES EXPER. Santibee Sweet Shop, near Memorial Hosp. For appt. 213 2344.

BEAUTICIAN — Exp. preferred. New beauty salon. Guar. salary + commiss. Paid vacation. 589-4897. San Bruno.

BEAUTICIAN—Good oppty. Foster City, San Mateo. 584-0465.

BEAUTY operator, full time. Top salary plus commission.
Redwood City 368-8862

BEAUTY Opr.-Stylist. Apply in person 1564 Union. 474-1869.

BEAUTY operator, experienced. Apply 848 Clement St., S.F.

BILLING GIRL

Immediate opening for alert dependable girl with a figure aptitude and ability to type. Accounting experience a must. Top company benefits, excellent future. Apply in person 9 to 11 & 1 to 4 weekdays.

WESGO
555 Harbor Blvd. Belmont

CHILD CARE—Housework. High wages. M-F. Exper. Refs. Call Mrs. Smith. 373 3437

CLERK-TYPIST

IMPORT/EXPORT DOC
Good figure apitude. 60 wpm min. elec. Pleasant office. Full program of benefits. Start
$340-$420
Harper Robinson Co
545 Sansome, S.F.
Call MR. SERNA 392-2727

CLERK TYPIST

Interesting position in large insurance company in Financial District. 45 w.p.m., good with figures. Civersified duties. Excellent benefits.
Personnel YU 1-3600. Ext. 322
Equal opportunity employer m/f

CLERK

Fast, efficient worker needed in Office Services Dept. Filing, sorting & varied duties. Salary $388 mo. Burlingame Office. Call at once. 697-9090.

CLERK TYPIST

45 wpm. Lite teller work incl
FIRST WESTERN BANK
201 Montgomery
YU 1-5050, ext. 236

CLERK TYPIST. Steady. Pleasant working conditions. Advancement. Fringe benefits. 334 3322.

COOK-HOUSEKEEPER. Live in. $400 mo. References. Write this paper. Box 31728

COOK and counter girl. Family restaurant. Call afternoons. 746-8321.

COUNTER GIRL
Fast food exp. necessary
BIG TOP DRIVE IN
2300 Main St
Weekdays only 2-4 p.m.

COUNTER—Exper., fast, making/serving cold sandwiches. State exper., age, ref. J C Grill, 233 Lakefront. All day.

Help Wanted, Women

COUNTER GIRL
Must have fast food exp., refs. Must be available weekends. Apply weekdays 3-4. 102 3rd Street.

FILE CLERKS

Perm., part time file clerk. Job requires constant standing-walking. Must have high school diploma. Min. height 5'2". Hrs. 8:30 a.m. to 12 noon. Mon. thru Fri. Salary $1.63 hr. 8:30 to 12:00 or 1:00 to 4:30.
Apply Personnel Dept
CALIFORNIA STATE AUTOMOBILE ASSN
150 Van Ness Ave.

GAL FRIDAY, good typist. Pub. Steno. Offc. YU 2-2677.

GENERAL work in large used furniture, appliances and antiques store. Cleaning, polishing, washing dishes, etc. Local refs., excel. health, bondable. Approx. 6 to 8 hrs. daily as mutually agreeable. 5 day week. Start at $2.25 hour. Only letters with FULL particulars, physical description, age, etc. will be considered. Write this paper, Box 20674.

GEN OFC—Exp. typing, stencil. Will train on mimeo. Dicta. opt. $350-$375. 626-0123 ext. 29.

GIRLS—STUDENTS

Parttime. Make appointments for our business machines. Salesmen $3 to $5 per hour. Salary plus comm. MR. MARTIN 431-6844.

GIRL, part time answer phones, type, filing, general office. Hours vary, norm. 8 30 to 1 p.m. $1 60 per hr. Call 261-7369.

GIRL FRIDAY—Downtown, one girl office. Dependable, general office work, typing, filing, answering phones, etc. Cal 648 2377.

HOUSEKEEPER. For father and 4 children. Live in. Drivers lic. $250 mo. Call 731 9462

HSKPR.—2 adults. Lov. home. Good sal. Refs. 563 8321

HOUSE CLEANER. 1 day a week. $1.75 hr. Own trans. 262 7619.

IBM Keypunch Opr

Pleasant working conditions
Excellent benefits.
NATIONAL UNION INSUR. CO.
YU 1-5666 ext. 206

Insurance Personnel

STENOGRAPHERS
(experience preferred)

KEY PUNCH OPERATORS
(experienced)

SALARY OPEN
BEAUTIFUL BUILDING
REGULAR SCHEDULED
SALARY REVIEWS
EMPLOYEE LUNCH DISCOUNT
MUSIC WHILE YOU WORK
EXCELLENT EMPLOYEES
FRINGE BENEFITS PROGRAM

HARTFORD INS. CO
650 California
434-3000
PERSONNEL DEPT

Help Wanted, Women

MAID to clean restaurant. Hard worker and reliable only. Refs req. 355 6888. Lincoln.

MAID for working couple. Good starting salary. Exp. necessary. Local refs. 286-2477.

MAID, HOTEL. Make beds. Part time. Hourly pay. 464 7614.

MOTHER'S HELPER—Bus. woman offers room/board, sm. sal. for lt. duties. 893-4739.

OPERATORS
Embroidery Monogram machine. Top pay, paid holidays. Apply Key Emblem Co. 2500 Sutton.

OPERATORS—Zig-zag on applique, buttons, button holes, hemming. Experienced only. Form Fit, 2750 N. Valentine.

OPERATORS. Telephone Co. Train while working. Apply in person. 286 Howe St.

PART TIME
Girl to handle typing and filing in small office. Possibility to develop into full time position. Call 382 6314 for appointment.

POODLE Bather-Piecework. 537 Taraval.

PRESSER

Exper. fine ladies' apparel
Apply in person only
KATA 112 GEARY

PROGRAMMER

Experienced to operate Univac 1004. Learn medium scale tape computor recently installed. Call 835-4321 ext. 474.

CERTIFIED
office personnel service

NOTICE

housewives—newcomers
temporary career girls

BE PREPARED!

870 Market Suite 505

RECEPTIONIST for small office. Pt. time. 282 6341.

RECEPTIONIST-STENO
Attractive, capable young woman, interested in fashion field wanted by National dress manufacturer. Must be experienced, accurate typist-steno, good figure aptitude.
ARNELLE OF CALIFORNIA
421-9177

SALES—How does your future look? We train you for security selling cosmetics. We have the greatest comm. and advancement plan in the U.S. 564-8266. 'til 9 p.m. Earn to $10 hr.

SALES—6 sharp girls, immed. hiring. Excel. sal., to $1.75 hr. Magazine subscription phone sales, Sat. Eve. Post. Hours arranged. 586-3343.

SALES GIRL
No exp. nec. Book dept.
Age 18 and up. 321-8866

SALESLADY—Ladies apparel. Some exp. nec. 1/2 day Sat. only. Call Mr. Marvin, days. 431-8539.

SALESPERSON — Sell fabrics. Will train right girl. Perm., full time. 538-4377.

Help Wanted, Women

SECRETARY exec., excel. in organizing & operating all bus. Heavy typing, bkkg. & PR. No shorthand. Send resume Kelly Buchanan Assoc., 712 Montgomery, S.F.

SECY.-GAL FRIDAY

to manage small office. Must be able to handle medical & legal transcription. Hours 1-9. Phone Mr. Love. 621-2811.

SECRETARY-BEGINNER. Typing. No shorthand. Gd. sal. 272-4848.

SHAMPOO GIRL assistant wanted. Must be clean and willing to work eves. and weekends. Call for interview. 383-7714.

TYPIST — FRONT OFFICE
Good appearance. Alternating shifts. Apply Personnel Ofc.
Whitmore Hotel

TYPIST—Mornings, afternoons, or full time. Attractive office in financial district. Call all day. 759-3456.

TYPIST. 35 hr. wk. Apply Stanfield Business Co. 262 First Street.

WAITRESS. Exp. Apply Smith's Coffee Shop, 7617 Middleton.

WAITRESSES — Combination arm, tray, counter. Refs. req. Employers Agency, 1004 Tucker.

WAITRESS—Counter girl, some exp. pref. Weekends only. Downtown area. Call 649-3826.

WOMAN—Young, for all around restaurant work. Must handle counter also. Closed Sat. Sun. **PICO'S**—2365 Central Blvd

KEMP

681 Market Agency SU 1-8712
57 YEARS A LEADER

No Fee

Personnel Secy · coll	$47
Legal secy. W/train	$450
Secy. 1-girl Ofc	$425
Steno to branch mgr	$400
Secy. to V. Pres., furn	$400 +
A R Clk., lite type	to $400
Keypunch, 1 yr. exp	$400
Invoice audit trne	to $400
Secretary lt. s/h	$375
Clerk-typ., 2 yr. exp	$360
Cashier-A/R exp	$350
Teller, bank exp	$350
Keypunch trainee	$330
Pricer, drug items	$325 +
Clk-typ., w/tr. gd. typ.	$325
Asst. ledg. clk lt. type	$305
Clk typist; lt. type	$300
Jr. typist; nice ofc	$260

Fee

Client consult college	$750
Secy. top skills	$600
F C bkpr supv. ofc.	$500
Admin. trne college	$475
Keypunch: 2 yrs. exp.	$450
Secy. lrn. legal	$400
Genl. ofc.-lt. bkpg.	$375 +
D/ph. type genl ofc	$375 +
Clk. typ.-asst. bkpr	$375
Cashier-billing	$375
Type: varied lrn. d-ph.	$360
Keypunch trainee	$360
Typist-d/ph., advance	$350
Phones-type-spk.Fr	$345
Fabricator: w/train	$320
Loan clk. trainee	$300
Reception, lite type	$275

WHAT DO YOU LIKE TO DO MOST?

What kind of a job can you do best? This is a tough question to answer by yourself. Two kinds of tests can help you decide. You can take an aptitude test (see page 42). It shows you what you can learn to do best. And you can take a personality test, which shows what you like to do most.

What is a personality test like? It's not really a test, but a look at your interests. There are no passing or failing scores. An answer is right if it is true for you. Your answers tell you and a vocational counselor what kind of job you'd enjoy and do well.

There are many different kinds of personality tests. One kind is here on these pages. Take it for practice. You won't get a grade on this test. Only a vocational counselor can tell you how your answers can help you.

Below you will find a list of things to do in groups of three. Decide which of the three activities in each group you would like to do MOST. Beside this activity, put an X in the first box, the one headed M. Then decide which of the three activities you like LEAST. Beside this activity, put an X in the second box, the one headed L.

Pretend you can do all the things listed, even those that need special training. You may like all three activities in a group, or you may dislike them all. In any case, show what you would choose if you had to choose.

	M	L
1. Repair cars	☐	☐
Design new cars	☐	☐
Sell cars	☐	☐

	M	L
2. Discover a cure for a disease	☐	☐
Write an article about a disease	☐	☐
Help someone overcome a disease	☐	☐

	M	L
3. Work at a telephone switchboard	☐	☐
Repair telephone lines	☐	☐
Install telephones in homes	☐	☐

	M	L
4. Visit a big tobacco farm	☐	☐
Visit a newspaper office	☐	☐
Visit an airplane factory	☐	☐

	M	L
5. Draw a picture of a dog	☐	☐
Build a doghouse	☐	☐
Write a story about a dog	☐	☐

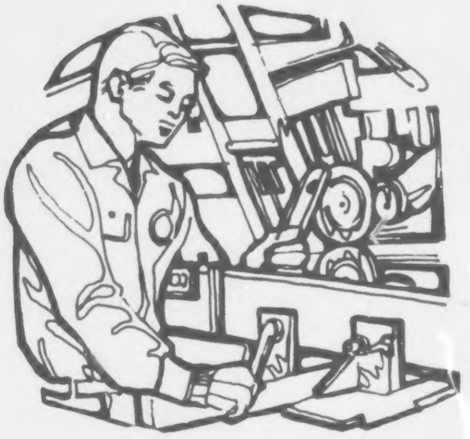
	M	L
6. Plan a school dance	☐	☐
Collect tickets at the door	☐	☐
Decorate the dance hall	☐	☐

	M	L
7. Sort mail in a post office	☐	☐
Grow vegetables	☐	☐
Care for old people	☐	☐

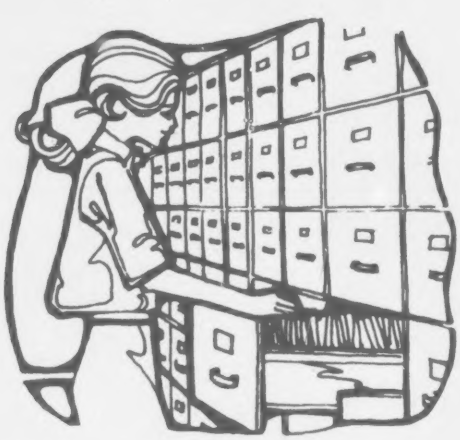
	M	L
8. Conduct a meeting	☐	☐
Keep track of dues and expenses	☐	☐
Write what happens at a meeting	☐	☐

	M	L
9. Teach a child how to swim	☐	☐
Fix a toy for a child	☐	☐
Explain electricity to a child	☐	☐

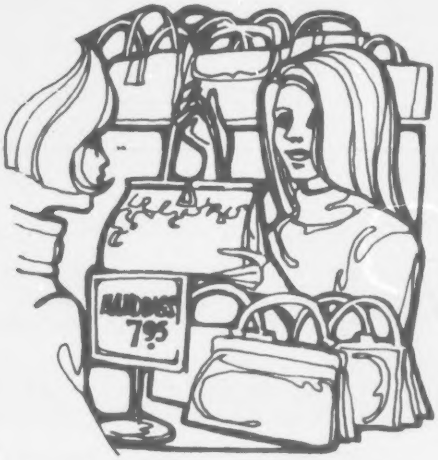
	M	L
10. Work in an office	☐	☐
Work on a ranch	☐	☐
Sell insurance around the country	☐	☐



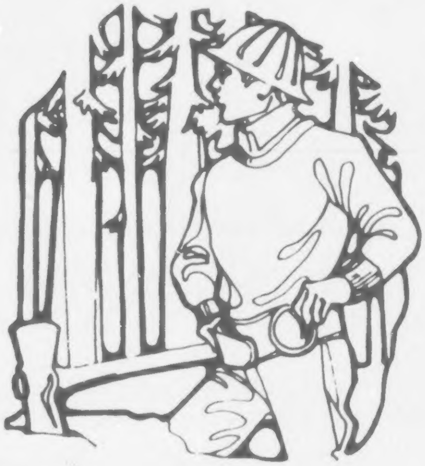
3. **Mechanical Work**
Could this be you? ☐ **Yes** ☐ **No**



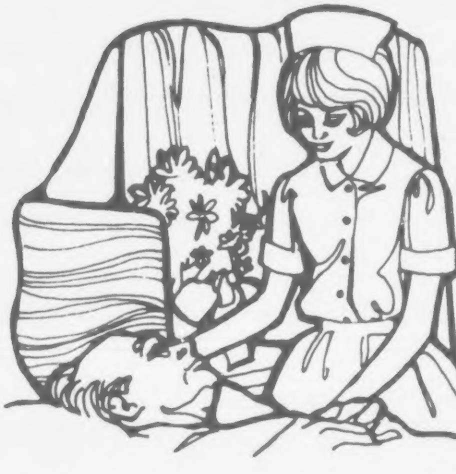
4. **Clerical Work**
Could this be you? ☐ **Yes** ☐ **No**



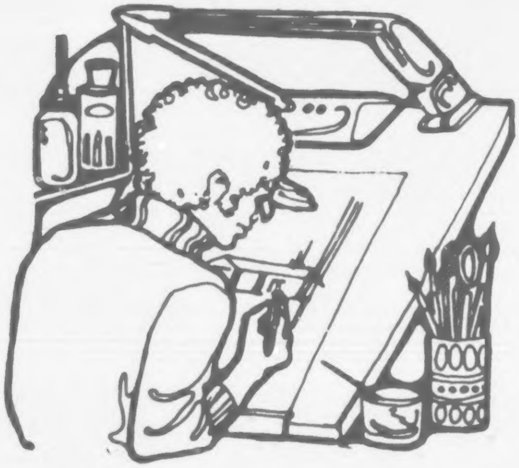
5. **Persuasive Work**
Could this be you? ☐ **Yes** ☐ **No**



6. **Outdoor Work**
Could this be you? ☐ **Yes** ☐ **No**



7. **Social Service Work**
Could this be you? ☐ **Yes** ☐ **No**



8. **Artistic Work**
Could this be you? ☐ **Yes** ☐ **No**

CAREER EDUCATION
CONSULTING PACKAGE

Pack IV

Intermediate

CAREER EDUCATION PROJECT
REGION V EDUCATIONAL SERVICE AGENCY
1210 13th Street
Parkersburg, WV 26101

STATEWIDE DISSEMINATION WORKSHOP IN CAREER EDUCATION HELD IN PARKERSBURG, WEST VIRGINIA, FEBRUARY 5, 6, AND 7, 1976, SPONSORED COOPERATIVELY BY

Region V
Regional Education Service Agency
Career Education Project
1210 Thirteenth Street
Parkersburg, West Virginia

West Virginia Department of Education
Bureau of Vocational, Technical and Adult Education
Charleston, West Virginia

and

Marshall University
Huntington, West Virginia

INTERMEDIATE CAREER EDUCATION CONSULTANT PACKAGE

General Statement

The consultants' materials found in this package were developed by professionals in the Region V area to be used as a guide that may be adapted or adopted as the presenter wishes.

It should be noted that many other articles are available that provide good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

How to find transparencies and handouts

All transparencies and handouts numbered with the letter I can be found in the back of this section. All others can be found in the General Transparencies and Handout section at the back of the package.

CONSULTANTS PACKAGE

INTERMEDIATE

I. Introduction — Handouts:

- A. HI1 - Analysis of Personal Behavior In Groups - (Work with the group)
- B. HI2 - Drop-out Formula
- C. H5 - "I May Be Educated Beyond My Intelligence"
- D. H6 - "I Taught Them All"
- E. HI3 - A Kid's Lament: "If I Ran The . . ."

II. A. General Information

1. Consultant could read page 1 and 2 of Career Education Curriculum Materials Resource Guide.
2. Career Education Curriculum Materials Resource Guide, paragraphs 1, 2, and 3 of page 5.
3. Career Education Curriculum Materials Resource Guide, paragraphs 1 and 2 of page 6 (Definition of Career Education).
4. a. Overhead TI1 Levels of Career Education
   - b. Handout - H7 Career Education (from A Study of Elementary and Secondary Career Education In Lincoln County by Dr. LeVene A. Olson).
   - c. Handout - HI4 Doodle Sheets

B. Background Information

1. Justification For Career Education page 3 of Career Education Curriculum Materials Resource Guide
   paragraph 1 - Growing . . . . work
   2 - Because . . . . future
   3 - The public . . . . work
   4 - The cost . . . . society
   5 - Schools . . . . the student
2. Overhead - TI2 - The Career Education Implementation Process from Career Education (U. S. Office of Education Marland) page 95.
   Handouts - H8 - Community Resource Questionnaire
   HI5 - "A Plan For Career Education"
   H2 - N.E.A. Journal, January, 1975 "Straight Answers On Career Education"
   H9.28, 9.29, 9.30 and 9.31 - "Where Are We Going?" from Bill Cheshire - Fall 1974 Thinking Of Bringing Career Education To Your System
   H10 - RESA V - "Career Education Today"
   H11 - "Educational Goals for West Virginia"

III. Specific Information

A. A Study of Elementary and Secondary Education In Lincoln County — page 34, paragraphs 1, 2, 3 and 4 Career Awareness, utilizes the careers, Community.

The structure for grades, International In The Career Education — illustrated — the value, role playing.

B. Personal Experiences and/or Resource Person.

C. Module could be used from Career Education Curriculum Materials Resource Guide (if lacking own experience).

D. Mini Production Film - Health, Catalog #100.

E. Handouts -

1. H4 - Specialized Teaching Fields and Related Careers (Subject Clusters)
2. HI6 - When I was little I . . .

IV. Correlation of Subjects

A. Career Education Curriculum Materials Resource Guide, page 9, make visual of chart only Integration and Correlation of Primary - Interim Level.

B. Refer to paragraphs 1, 2 and 3 on page 9 in the Career Education Curriculum Materials Resource Guide to explain visual chart from the same page.

C. Include for Handout H4 - Correlation with other subject areas:

1. Music
2. Art
3. History . . . etc.

V. Summary

The following is a printed list of primary materials that are available from: Catalog of Career Education Materials and Supplement, Regional Education Service Agency, Career Education Project, 1210 Thirteenth Street, Parkersburg, West Virginia 26101.

	Catalog No.
A. Books	
1. "Careers In A Bank"	86
2. "Careers In Baseball"	89
3. "Careers In Computers"	91
4. "Careers With A Television Station"	96
B. Games	
1. Workers' Charades Game	218
2. Auction Game	223
C. Kits	
1. Popeye Awareness Library	72
D. Films	
1. The Kingdom of Could Be You	
a. Health	3321
b. Personal Service	3311
2. When You Grow Up - Mini Productions	
a. Health	100
b. Natural Resources	101

DISPLAY

Articles that would be suitable for display at in-service meetings to be ordered from:

Catalog of Career Education Materials and Supplement

Regional Education Service Agency, Region V
Career Education Project
1210 Thirteenth Street
Parkersburg, WV 26101

I. Books

p 3 - Lerner Publications Co., Minneapolis, Minnesota (set of 12)

Suggested titles:	Careers In A Bank	#86
	Careers In Printing	#93
	Careers With An Airline	#88

II. Brochures or Pamphlets

p 6	Suzy Likes Music	#129
	Willie Likes Social Studies	#130
	Career Education Today!	

III. Films

p 9 The Kingdom of Could Be You (Series of 16)

Suggested titles:	Health	#3321
	Public Service	#3322
	Consumer Homemaking	#3314

p 10 When You Grow Up (Series of 5)

May display or use anyone of these as it would fit into your program.

IV. *Film Kits

p 12 - The Most Important Person Series (set of 6 kits - may use one or more).

Suggested title:	Identity Kit - (Contains teacher's guide, records, six posters, four song cards, and six films)	#3310

V. *Filmstrip Kits

(Filmstrips and Cassettes)

p 17	Career Awareness	#125
	Mothers Work Too	#107
	Transportation	#284

*(Used as a display item or perhaps in a carrel for teachers to view if they wish.)

IV. Kits

p 23 (A kit with books, puppets, filmstrips, games, cassettes and other materials organized in a teaching-learning format. Correlated materials can be used to show how this can easily be fused into subject matter areas).

Suggested title: Hannibal Hippo - Read Me A Story Series - #229

VII. Manuals

(To have at each display)

A. Career Education Curriculum Materials Resource Guide, Region V, WV

B. A Study of Elementary and Secondary Career Education in Lincoln County, by Dr. LeVene A. Olson

(Books to be ordered from other sources)

C. Career Education: A Handbook for Implementation, U. S. Department of Health, Education and Welfare, Elliot L. Richardson, Secretary, Office of Education, Sidney P. Marland, Jr., Commissioner, order —

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402 - Price 55¢

D. Career Education, What It Is

By Kenneth B. Hoyt, Rupert N. Evans, Edward Mackin, Gaith Mangum — order - Olympus Publishing Company
937 East Ninth South
Salt Lake City, Utah 84102 - Price $4.00

HI-1.1

ANALYSIS OF PERSONAL BEHAVIOR IN GROUPS

Directions

This form is designed to help you think about your behavior in groups (such as meetings and committees). First, read over the scales and on each one place a check indicating the place on the scale that describes you when you are at your best. Label this mark "B". Do the same for the point that describes you when you are at worst. Mark this check "W".

After marking all the scales, pick out the 3 or 4 along which you would most like to change. On these scales draw an arrow above the line to indicate the desirable direction for changing your behavior.

1. Ability to listen to others in an understanding way.

0 1 2 3 4 5 6 7
Low High

2. Ability to influence others in the group

0 1 2 3 4 5 6 7
Low High

3. Tendency to build on the ideas of other group members.

0 1 2 3 4 5 6 7
Low High

4. Likely to trust others

0 1 2 3 4 5 6 7
Low High

5. Willingness to discuss my feelings (emotions) in a group.

0 1 2 3 4 5 6 7
Low High

6. Willingness to be influenced by others.

0 1 2 3 4 5 6 7
Low High

7. Tendency to run the group.

0 1 2 3 4 5 6 7
Low High

8. Tendency to seek close personal relationships with others in a group.

0 1 2 3 4 5 6 7
Low High

9. My reaction to comments about my behavior in a group.

0 1 2 3 4 5 6 7
Low High

10. Awareness of the feelings of others.

0 1 2 3 4 5 6 7
Low High

11. Degree of understanding why I do what I do.

0 1 2 3 4 5 6 7
Low High

12. Reaction to conflict and problems in the group.

0 1 2 3 4 5 6 7
Low Tolerance High Tolerance

13. Reaction to expressions of affection and warmth in the group.

0 1 2 3 4 5 6 7
Low Tolerance High Tolerance

14. Reaction to opinions opposed to mine.

0 1 2 3 4 5 6 7
Low Tolerance High Tolerance

DROP OUT FORMULA

by

Keith Smith

If you start with a subject that is from an ethnic group (expecially black) is from the wrong neighborhood, a broken or impoverished home and/or has difficulty communicating in the vernacular, the formula works much better. The effective time of reaction will be at a direct inverse relationship to the number of variables given above.

Therefore, this example will utilize the most difficult subject to work with; a white, middle-class, anglo-saxon, protestant from a good home.

Start with one healthy, eager, active, alert child. Orient this child very quickly. Make certain there is a clear awareness that there is a time for work and a time for play and the two do not mix. It is imperative that he knows all rules (for they are many and cover all situations). Most importantly the concept of inactivity and quiet must be impressed upon him.

Schools are organized for administrative ease. So, he must realize that inspite of all the talk he hears about individuals and individual needs the individuals must all progress at the same rate (to excell is considered acceptable in some situations). If he lags behind he may have to be seperated from the group and most certainly will not be suitable material for college.

Feelings can be expressed if they are good feelings and are not in allegro fashion. At all cost he must be taught the value of competiveness so he can exist in a cooperative society. Obviously those most competative are given greater attention than those who do not or can not compete well.

If at any point he asks, "Why do I have to study this stuff?" asure him he will need it in the next grade and then chastize or embarass him. Be sure to tighten down the screws on him during puberty and as he attempts to reestablish his self image. Should he ask about his physical developemnt and increases sexual interest be strong and silent regardless of how sincere or intent this interest.

In the event that his interest in school lessons use the proper reinforcement techniques, tell him to straighten up. Be certain no responsibilities are given to him for he certainly could not handle it.

Should all else fail place him in the most rigid teacher's class, this is for his own good and if he has interest in extra curriculum activities disqualify him for them.

As a last effort assure him he is no good, never will be and suspend him for three days. If not effective upon first trail repeat until reaction is complete.

A Kid's Lament:

IF I RAN THE

Marc Tolon Brown

If I ran the school,
I'd let the kids paint their desks and chairs,
And decorate the halls, and paint the door,
And hammer nails in the floor and build a stage
At one end of their room if they wanted to
Because it would be *their* school
If I ran the school.

If I ran the school,
I'd let the kids eat their lunches in peace
So nobody would be breathing down their necks saying,
"Hurry up! Eat faster! Hurry up! No talking! Hurry up! Hurry, hurry!"
The kids could all carry their lunch trays to their rooms
Where they could laugh and talk, and eat just like ordinary people do
If I ran the school.

If I ran the school,
I'd use the cafeteria for important things.
There would be a trampoline in there, and climbing ropes,
And a big, gigantic plastic swimming pool.
And outside the door would be a big cemented place with a roof
So kids could roller-skate, even in the rain, and ice-skate in the winter
If I ran the school.

If I ran the school,
I'd hire teachers who could do at least one other good thing
Besides knowing how to teach out of the book.
Some could show us how to make apple butter and plant the garden.
And some could help us dissect the frogs and write real plays.
And we could learn to hook rugs and build rockets and even
Construct an amphitheater out in the Nature Center that we would have
If I ran the school.

If I ran the school,
I wouldn't let any old newspaper print the reading scores of the kids in my school
Unless they also told about how good we were doing in science experiments,
And making teaching tapes for the little kids,
And in operating the videotape machine and writing our own books to put in the library.
Then everybody would see how great we were at making it together
If I ran the school.

If I ran the school,
I'd treat the kids just like they were real people.
I wouldn't embarrass them in front of their friends
Or ignore them like they were the chairs.
If they got too noisy and weren't bothering anybody but me, I'd just wear my earplugs.

the world. As children we didn't have that feeling at all. We were always aware of what was "masculine" or "feminine." Number three was a parental example to reinforce this. In the books we had, mommies all had aprons on, daddies carried briefcases. All the delivery people were men. It was a mail*man* and a laundry*woman*. Everything was so sexually stereotyped.

And the fourth thing—and one that's very important to me—is that children's literature didn't show enough of boys and girls as friends together, showing each other as equal people, of equal intellect, sharing the world, enjoying games, contributing to the world together and trusting each other. This is a big problem today for men and women. We do not grow up with much trust of each other. Most men will say they don't understand women and women will say they don't understand men, which is really ridiculous because there's so much common ground. What's not to understand? We aren't that different. No, we aren't! We all need approval, we all need love, we all need to express ourselves. The biological differences do not really separate us any more than the color of our skin separates us from different races. We're just not that different.

And I hope that as teachers begin a new school year in September, they are concerned with the same questions, the same issues, the same needs and wants of children."

"Let's talk about some examples of what I mean about letting children be themselves, expressing their feelings in the classroom.

I went to one school and said, 'Do you think it's all right for boys to cry?' And all the boys started giggling. 'No! Sissies cry.' 'Well, have you ever seen your daddy cry?' 'Well, once,' or 'Never,' or 'My mother cries in the kitchen when my father yells at her.' And they go through this whole thing, 'but not my daddy.' Then there'll be a response, 'Well, once my daddy cried, like when my grandfather died' or something like that. But as far as expressing feelings, they hadn't seen much crying from men. They felt that crying was a sissy thing to do, so we had a big discussion about it.

I said to one little boy who was very much against it, 'Have you ever cried?' He said, 'Yes,' and I said, 'Why did you cry?' He responded that one time he cried when he fell down and hurt himself. 'Did it make you feel better when you cried?' He said, 'Yeah, a little bit.' 'Well, if it makes you feel better, how can it be wrong? I mean, if you fall down and hurt yourself and cry and get out that hurt by crying and feel better, could it really be so bad?' And they would agree that if crying did make you feel better, then maybe it wasn't so sissyish. There was a big discussion about it, and this was with six- and seven-year-old kids.

And other things, like, why would it be so wrong for a woman to dig up the street, and why would it be so bad for a woman to be a doctor? I remember one little girl, three years old, laughed and laughed when we asked her if she wanted to be a doctor. 'Mans is doctors,' she said. And she just thought it was hysterical.

We'd talk about other things in classrooms, like sports and games. There was tremendous resentment in this one class because the boys had a bigger yard to play in than the girls.

All these things, these feelings are there. And you can encourage them to get them out into the open and have real discussions about what they feel about the little world that they live in—the world of their feelings."

"One little boy said that he didn't like to play football. His father wanted him to play football. The little boy was afraid of getting hurt. He almost cried in class. He had all these feelings welled up about the fact that he didn't want to play football.

I have a friend who's 36 years old who has just gone back to sculpting after nearly 30 years. He started sculpting at five, but his father used to break the things he'd made because he didn't want his son playing with dolls. So, instead he went all through engineering school and architectural school, and now, at the age of 36, he's getting back into sculpting, because he's finally being who he wants to be. The point is that disapproval from his father stopped him from doing something that he had a gift for. And he lived with that almost all his life. If he'd been in a classroom or a home where someone had talked it out with him, he wouldn't have been walking around for 30 years with something else inside of him—a different life, a different gift that he was always afraid to give." ☐

SCHOOL

BY BETTY SWYERS

If they never got noisy at all, I'd tell the teacher she'd
better liven up the environment
'Cause learning would be busting out all over the place
If I ran the school.

But I don't run the school.
And nobody ever asks me what I would do if I did.
They never ask me which workbook is best,
Or would I help them choose the new filmstrips.

They make me look at the TV program even if it's
terrible.

And they never leave any time for surprises.
We always know *exactly* what is going to happen next.

They're so organized that even if a Man from Mars
landed on the schoolground,
They'd never give us any time to discuss it.
Why the only time I get to talk to my friend is in the
restroom,
But only then, 'til they catch us.

They run the school *exactly* how they like it.

They make us walk in straight lines.

We tiptoe.
We whisper.

We don't move chairs around in the room because it
makes it too hard to sweep.
We don't stick stuff on the walls 'cause it'll ruin the
paint.
We don't have a rabbit, or a school cat with kittens
because we might get germs.
We don't skip inside the school because we might get
heel marks on the floor.
We don't paint because there isn't any.
We don't go to the library until next time even if we
checked out a book we don't like.
We don't all talk at once even if what we have to say
can't wait another minute.

We even had to line up and whisper at the Christmas
party when
We pinned the whiskers on Santa Claus.

They keep trying to make us believe that this is *our*
school.

But we're not dummies.
We know this is *their* school.

But it would be *our* school
If I ran the school.

Betty J. Swyers is an instructor in children's literature and the utilization of media at Virginia Commonwealth University, Richmond, Va. She has taught all grade levels and currently reviews professional books for TEACHER *(see p. 137). She has written many articles for this magazine, including two series,* "For New Teachers" *and* "Teaching with Technology."

HERB KOHL IN THE CLASSROOM

HERBERT KOHL became an almost overnight "name" in education when his first book, *Thirty-Six Children,* was acclaimed upon publication in 1968. He became one of the "young turks" in education who had a profound influence on teaching and learning in the late 1960's.

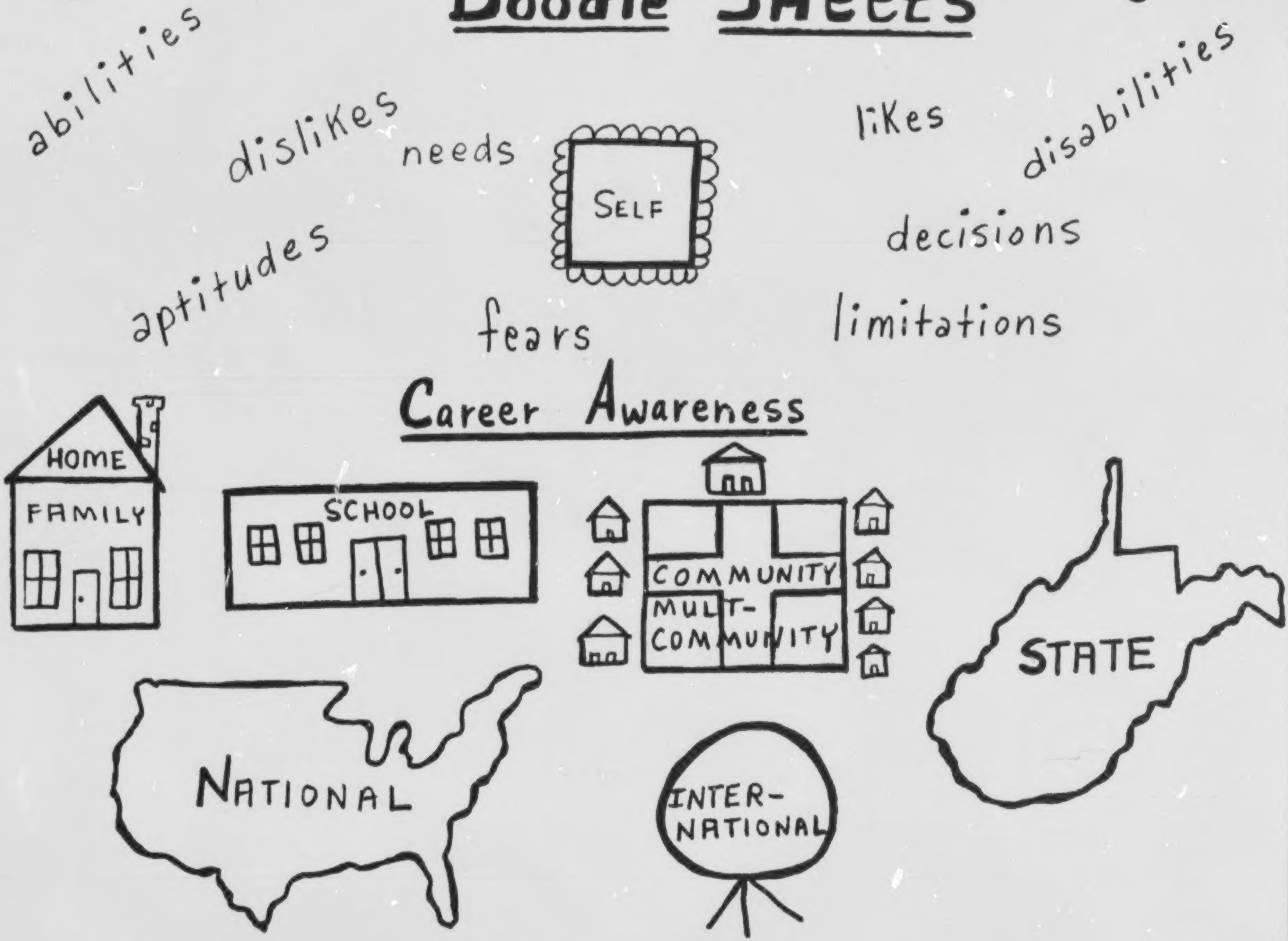
While most of his contemporaries seem to have faded from the scene, Herb still has an impact on the world of education, perhaps because he maintains first-hand contact with the classroom.

Though he achieved his fame as a writer, Herb is primarily a teacher. Last year he returned to the classroom to teach five- and six-year-olds with coteacher Pat Rogers in a Berkeley, Calif., public school.

As Herb puts it: "I taught kindergarten and first grade last year after taking two years off to write. Teaching and writing are both essential in my life. My writing becomes too dry and abstract to be useful unless it is informed by day-to-day work in the classroom. And at the same time, after three or four years of teaching I have to step back and sort out what works with young people from what bores and oppresses them."

What follows on these four pages is a photo essay of Herb Kohl's classroom—teacher and kids in action. The text accompanying the pictures was written by Kenneth Texara, a student-teacher who worked with Herb. (For more of Herb's educational thinking, see "Herbie the Grouch," p. 12.)

Doodle Sheets


abilities
dislikes
needs
SELF
likes
disabilities
decisions
aptitudes
fears
limitations
Career Awareness
HOME
FAMILY
SCHOOL
COMMUNITY
MULT-COMMUNITY
STATE
NATIONAL
INTER-NATIONAL

Hospitality and Recreation

Official Data

Fine Arts and Humanities

Office

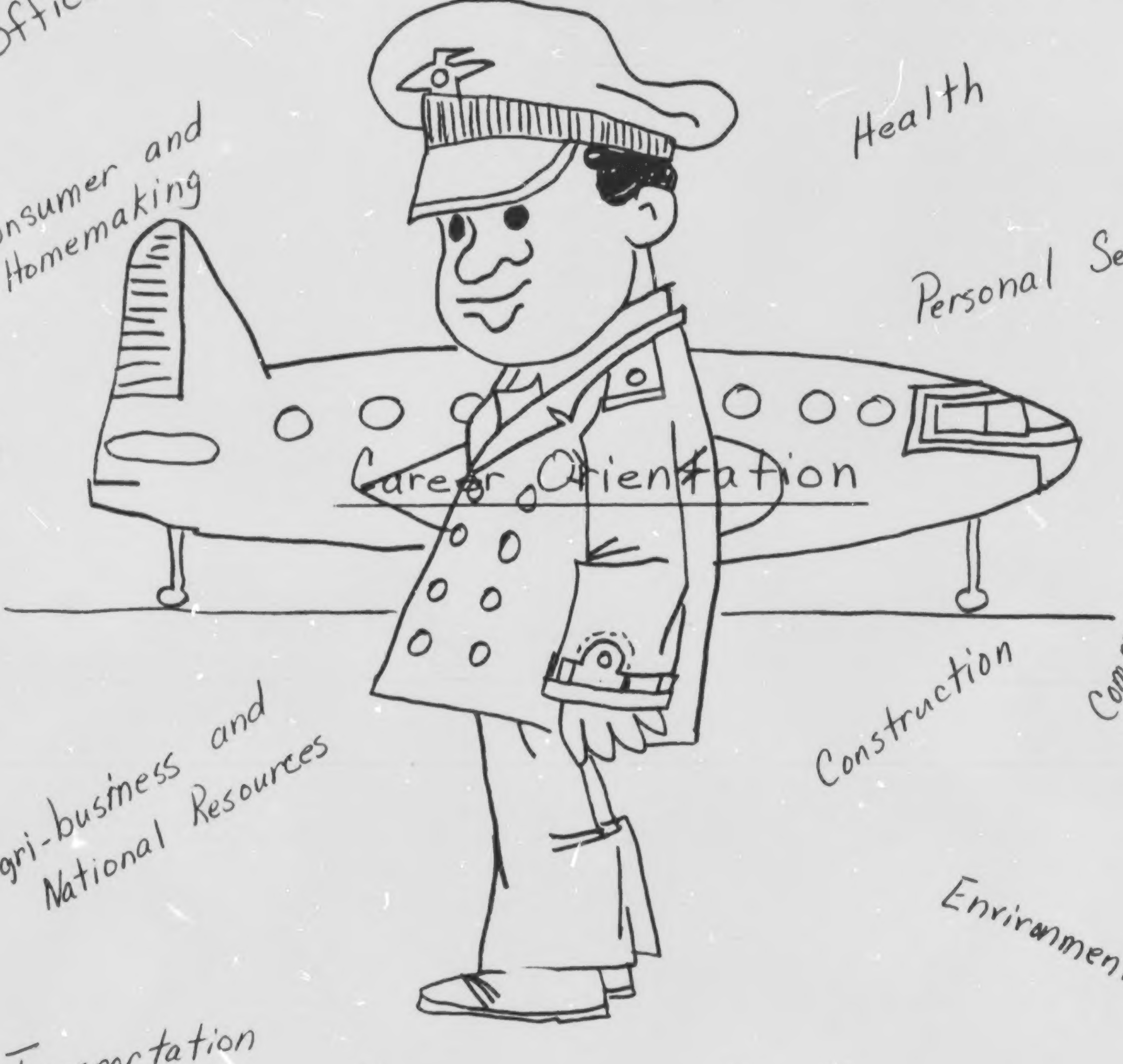
Manufacturing

Marketing and Distribution

Consumer and Homemaking

Health

Personal Service



Communication and Media

Construction

Agri-business and National Resources

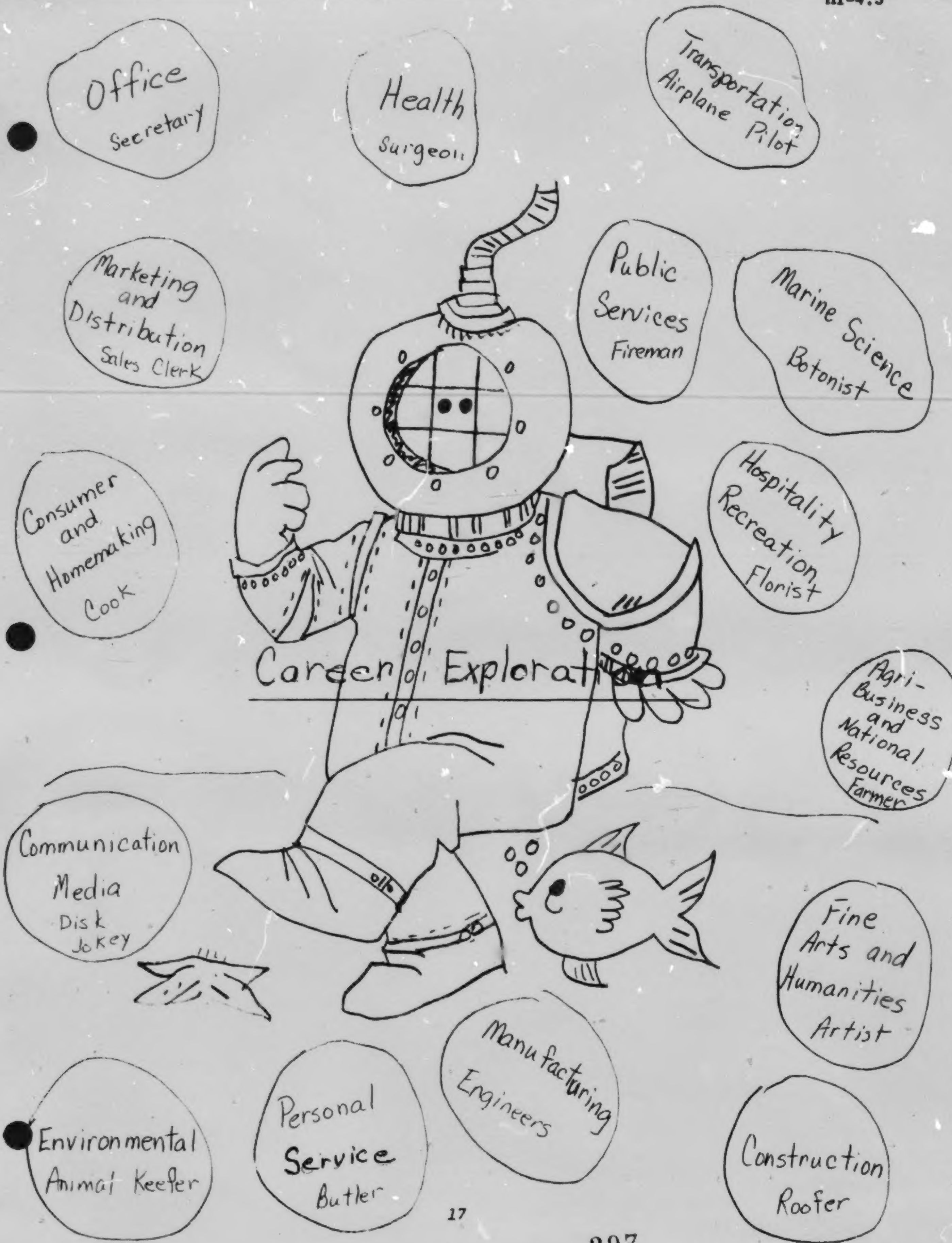
Environmental

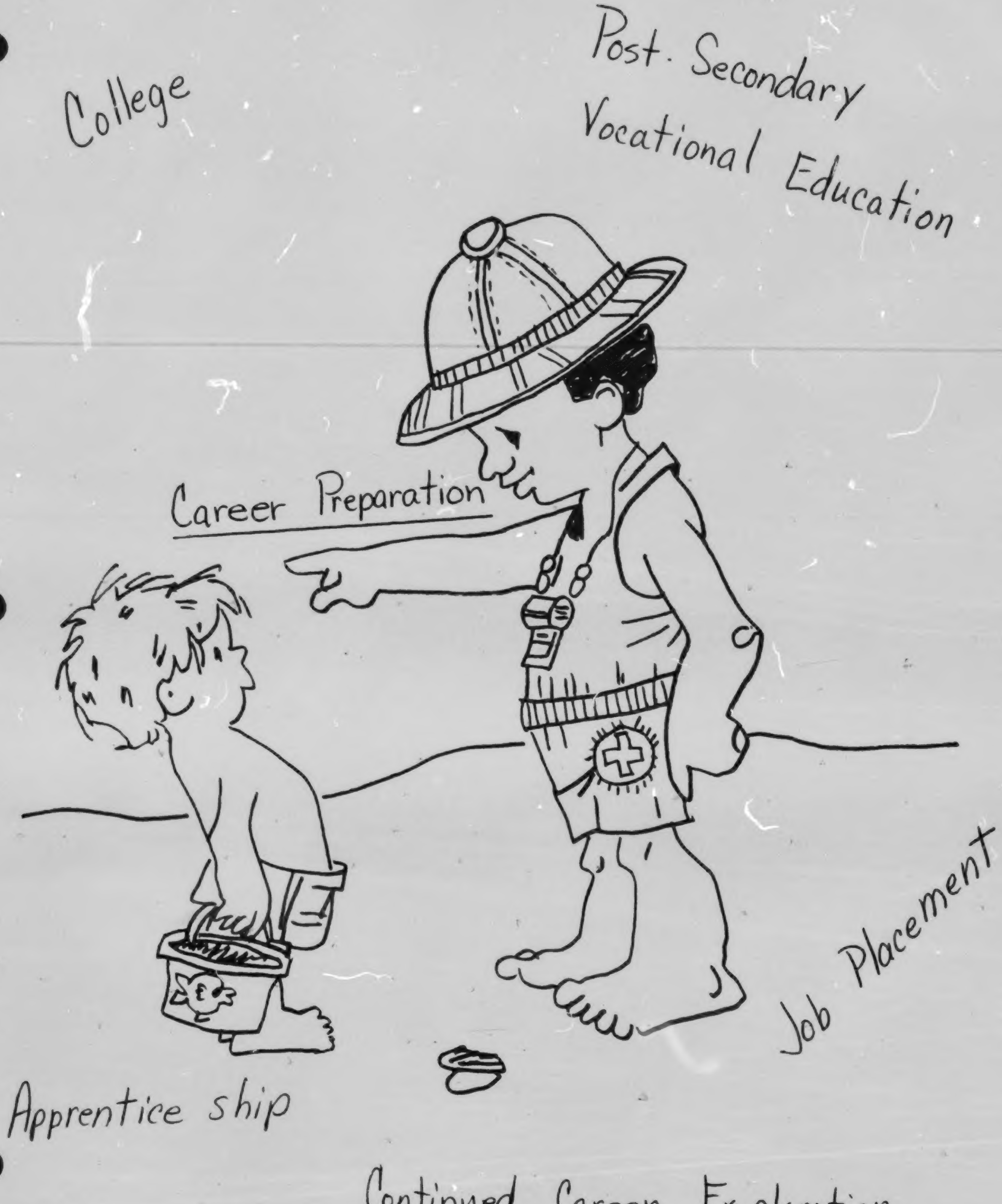
Transportation

Unofficial Data

Marine Science

Public Service


Office
Secretary
Health
Surgeon
Transportation
Airplane Pilot
Marketing and Distribution
Sales Clerk
Public Services
Fireman
Marine Science
Botonist
Consumer and Homemaking
Cook
Hospitality Recreation
Florist
Career Exploration
Agri-Business and National Resources
Farmer
Communication Media
Disk Jokey
Fine Arts and Humanities
Artist
Manufacturing
Engineers
Environmental
Animal Keefer
Personal Service
Butler
Construction
Roofer


College
Post. Secondary
Vocational Education
Career Preparation
Job Placement
Apprentice ship

Continued Career Exploration
and Preparation

1. EACH STUDENT SHALL UNDERSTAND THE FUNCTION, VALUE, AND APPLICATION OF EDUCATION SKILLS.

Awareness

Rules

Reality

Three R's

Relevancy

Application

Tasks

Family

Problem Solving

Relationships

Facts

Knowledge

Hobbies

Success

Cooperation

Contribution to Society

Basic Skills

Rewards

Utility

Community

Vocabulary

2. EACH STUDENT SHALL IDENTIFY, ACQUIRE, AND APPLY KNOWLEDGE AND SKILLS IN THE PLANNING, PREPARATION, AND IMPLEMENTATION OF LIFE-CAREER PLANS.

Independent
Decisions
Satisfaction
Responsibility
Choices
Work Habits
Planning
Traits
Thinking Skills
Emotional Skills
Speaking Skills
Projecting
Reasoning
Adaptability
Team work
Interpersonal Skills
Physical Skills
Conceptualizing
Rational
Artistic Skills
Classifying
Listening Skills

3. EACH STUDENT SHALL CONTINUOUSLY INVESTIGATE, EVALUATE, AND PURSUE EDUCATIONAL ALTERNATIVES APPROPRIATE TO ONE'S CAREER DEVELOPMENT.

Planning
Change
Goal Setting
Risks
Inquiry
Continuum
Decisions
Preparation
Appraisal
Family
Postpone Gratification
Rewards
Resources
Flexibility
Experience
Opportunities
Compromise
Short-term
Long-range
Peer Pressure
Self-control
Coping Behavior

4. EACH STUDENT SHALL UNDERSTAND THE DEVELOPMENTAL NATURE AND PERSONAL CHARACTERISTICS OF SELF AND OTHERS.

Self Concept
Growth
Respect
Cooperation
Uniqueness
Needs
Differences
Values
Dislikes
Confidence
Achievement
Appriasal
Social
Dignity
Attitudes
Emotions
Responsibility
Traits
Personal Worth
Physical
Maturation
Interests
Fears
Likes
Perceptions
Social Values
Acceptance
Feelings
Beliefs
Strengths

5. EACH STUDENT SHALL RECOGNIZE THE ROLE OF SELF ASSESSMENT AND ITS APPLICATION TO THE CONTINUING DECISION MAKING PROCESS.

Options
Assessment
Goals
Personal Characteristics
Information
Feelings
Values
Committment
Coping Behavior
Abilities
Consequences
Achievement
Leisure Activities
Friends
Classifying
Long-range
Family
Conflicts
Projecting
Limitations
Short-term
Tentative Plans
Flexibility

6. EACH STUDENT SHALL COMPREHEND THE RELATIONSHIPS BETWEEN LIFE STYLES AND CAREER ROLES.

Mobility

Social

Interaction

Income

Education

Family Life

Hobbies

Compromise

Future

Needs

Interests

Material Things

Hours of Work

Personal Goals

Religion

Time Demands

Geographical location

Unions

Environment

Welfare of Others

Travel

Personal Goals

Cliques

Aspirations

7. EACH STUDENT SHALL IDENITIFY AND COMPREHEND THE PHYSICAL, MENTAL, AND EMOTIONAL COMPONENTS OF VARIOUS CAREERS.

Creativity
Limitations
Time Requirment
Prestiage
Knowledge
Identity
Anxieties
Criticism
Rewards
Demands
Frustration
Self Actualization
Self Expression
Life Style
Stress
Authority
Security
Psychic Value
Intrinsic Rewards
Boredom
Work-Play

8. EACH STUDENT SHALL ANALYZE AND ASSESS CAREER OPTIONS IN RELATION TO THE STRUCTURE AND DIMENSIONS OF THE CAREER WORLD.

Interdependance
Classifying Occupations
Clusters
Sources of Experience
Opportunity
Options
Toals
Educational Requirements
People, Data, Things
Similarities
Supply and Demand
Technological Change
Dress Code
Personality Characteristics
Career Ladder
Sources of Information
Social Value
Financial
Experience Requirements
Equipment
Emerging Occupations

9. EACH STUDENT SHALL PURSUE, IMPLEMENT, AND MODIFY CONSTRUCTIVE EDUCATIONAL, PERSONAL AND CAREER GOALS.

Awareness
Planning
Motivation
Relevency
Social Contribution
Opportunities
Alternatives
Goals
Social Change
Barriers
Decisons
Aspirations
Potential
Adjustment
Problems
Constraints
Rewards
Personal Challenges
Risks
Growth
Success
Expectations
Decisions
Fantasy

A PLAN FOR CAREER EDUCATION

I. Mission or Purpose
   Statement of general purpose of a career education program in your school.

II. Program Objectives
   Ten to twenty objectives of the program (such as the seven dimensions of career development) plus any others (such as "to stimulate student interest in school").

III. Involvement of Personnel
   Administrator responsibilities
   Counselor responsibilities
   Teacher responsibilities
   Task forces or committees
   Leadership or coordination
   Outside advisory help
   Parent and community involvement
   Rewards and recognition for participation

IV. Delivery System
   How integrated - what subjects or units
   Use of career clusters?
   Central thrust of program (hands on, work experiences, simulations, etc.)
   Articulation

V. Resource Materials
   Library, audio-visual, etc.
   Classroom speakers
   Equipment available or needed
   Industry contacts

VI. Characteristics of the Program
   Kinds of activities, general guidelines, etc.
   Methods
   Cost arrangements

VII. Evaluation
   Describe how you will evaluate - teacher log or what forms
   Pre and post tests
   Communication and feedback

VIII. Phasing
   Timetable, schedule or flowchart

IX. Appendix - Forms or Guides to the teacher
   Examples: What to do on a field trip
   Questions for a resource visitor
   Discussion questions

THE CDC CAREER MANAGEMENT TASKS

CAREER MANAGEMENT TASKS OF THE PRIMARY YEARS

1. AWARENESS OF SELF
2. ACQUIRING A SENSE OF CONTROL OVER ONE'S LIFE
3. IDENTIFICATION WITH WORKERS
4. ACQUIRING KNOWLEDGE ABOUT WORKERS
5. ACQUIRING INTERPERSONAL SKILLS
6. ABILITY TO PRESENT ONESELF OBJECTIVELY
7. ACQUIRING RESPECT FOR OTHER PEOPLE AND THE WORK THEY DO

CAREER MANAGEMENT TASKS OF THE INTERMEDIATE YEARS

1. DEVELOPING A POSITIVE SELF CONCEPT
2. ACQUIRING THE DISCIPLINE OF WORK
3. IDENTIFICATION WITH THE CONCEPT OF WORK AS A VALUED INSTITUTION
4. INCREASING KNOWLEDGE ABOUT WORKERS
5. INCREASING INTERPERSONAL SKILLS
6. INCREASING ABILITY TO PRESENT ONESELF OBJECTIVELY
7. VALUING HUMAN DIGNITY

CAREER MANAGEMENT TASKS OF THE JUNIOR HIGH YEARS

1. CLARIFICATION OF A SELF CONCEPT
2. ASSUMPTION OF RESPONSIBILITY FOR CAREER PLANNING
3. FORMULATION OF TENTATIVE CAREER GOALS
4. ACQUIRING KNOWLEDGE OF OCCUPATIONS, WORK SETTINGS, AND LIFE STYLES
5. ACQUIRING KNOWLEDGE OF EDUCATIONAL AND VOCATIONAL RESOURCES
6. AWARENESS OF THE DECISION-MAKING PROCESS
7. ACQUIRING A SENSE OF INDEPENDENCE

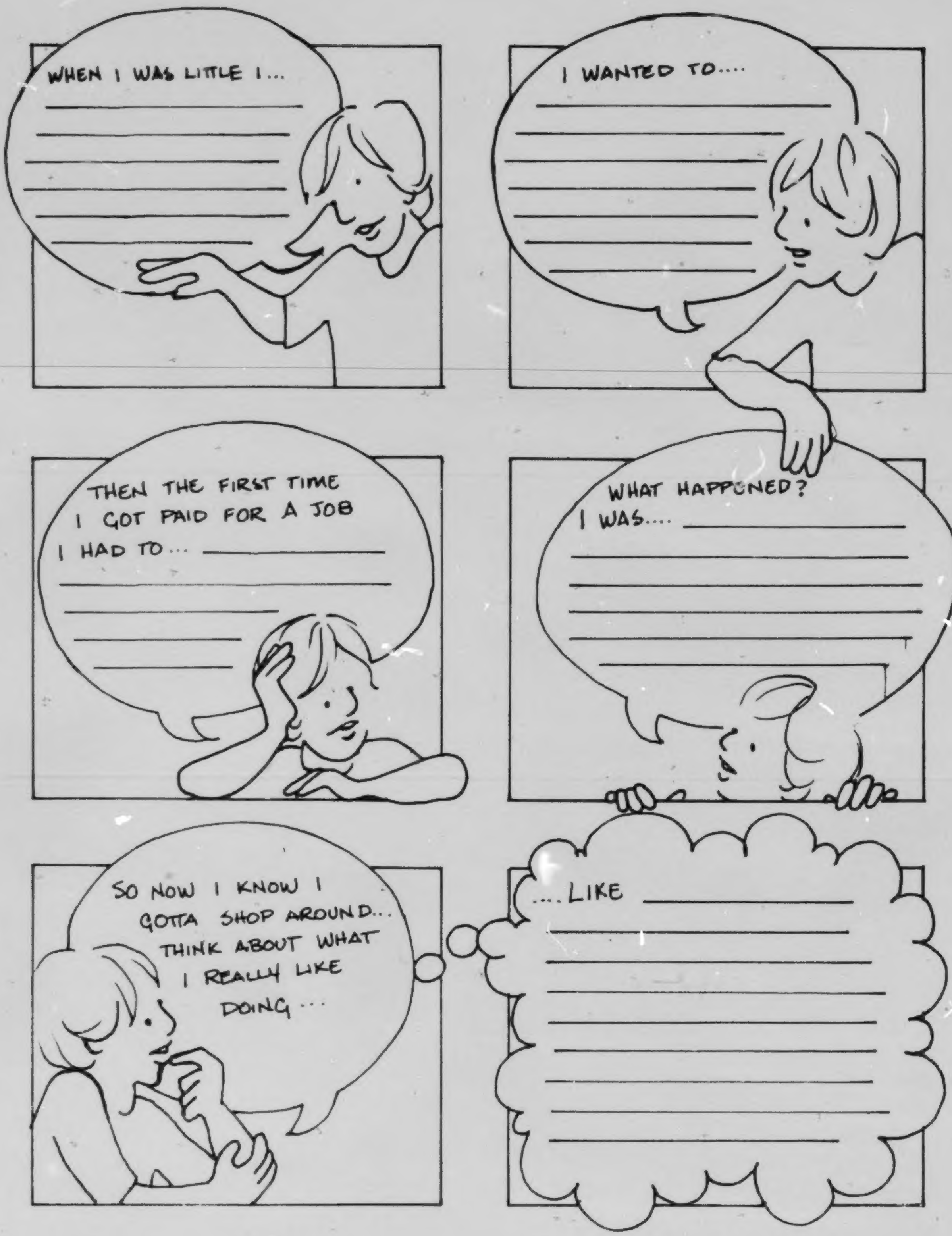
CAREER MANAGEMENT TASKS OF THE SENIOR HIGH YEARS

1. REALITY TESTING OF A SELF CONCEPT
2. AWARENESS OF PREFERRED LIFE STYLE
3. REFORMULATION OF TENTATIVE CAREER GOALS
4. INCREASING KNOWLEDGE OF AND EXPERIENCE IN OCCUPATIONS AND WORK SETTINGS
5. ACQUIRING KNOWLEDGE OF EDUCATIONAL AND VOCATIONAL PATHS
6. CLARIFICATION OF THE DECISION-MAKING PROCESS AS RELATED TO SELF
7. COMMITMENT WITH TENTATIVENESS WITHIN A CHANGING WORLD

CAREER MANAGEMENT TASKS OF THE POST-HIGH YEARS

1. DEVELOPING INTERPERSONAL SKILLS ESSENTIAL TO WORK
2. DEVELOPING INFORMATION PROCESSING SKILLS ABOUT SELF AND WORK
3. REINTEGRATION OF THE SELF
4. ACQUIRING A SENSE OF COMMUNITY
5. COMMITMENT TO THE CONCEPT OF CAREER
6. ACQUIRING THE DETERMINATION TO PARTICIPATE IN CHANGE
7. CREATIVE APPLICATION OF MANAGEMENT SKILLS TO LIFE ROLES

From Tennyson, W. W.; Hansen, L. Sunny; Klaurens, M. K.; and Antholz, M. B., Teaching and Counseling for Career Development, St. Paul, Minnesota Department of Education in press.


WHEN I WAS LITTLE I...
I WANTED TO....
THEN THE FIRST TIME I GOT PAID FOR A JOB I HAD TO...
WHAT HAPPENED? I WAS....
SO NOW I KNOW I GOTTA SHOP AROUND... THINK ABOUT WHAT I REALLY LIKE DOING...
....LIKE

OVERHEAD

LEVELS OF CAREER EDUCATION

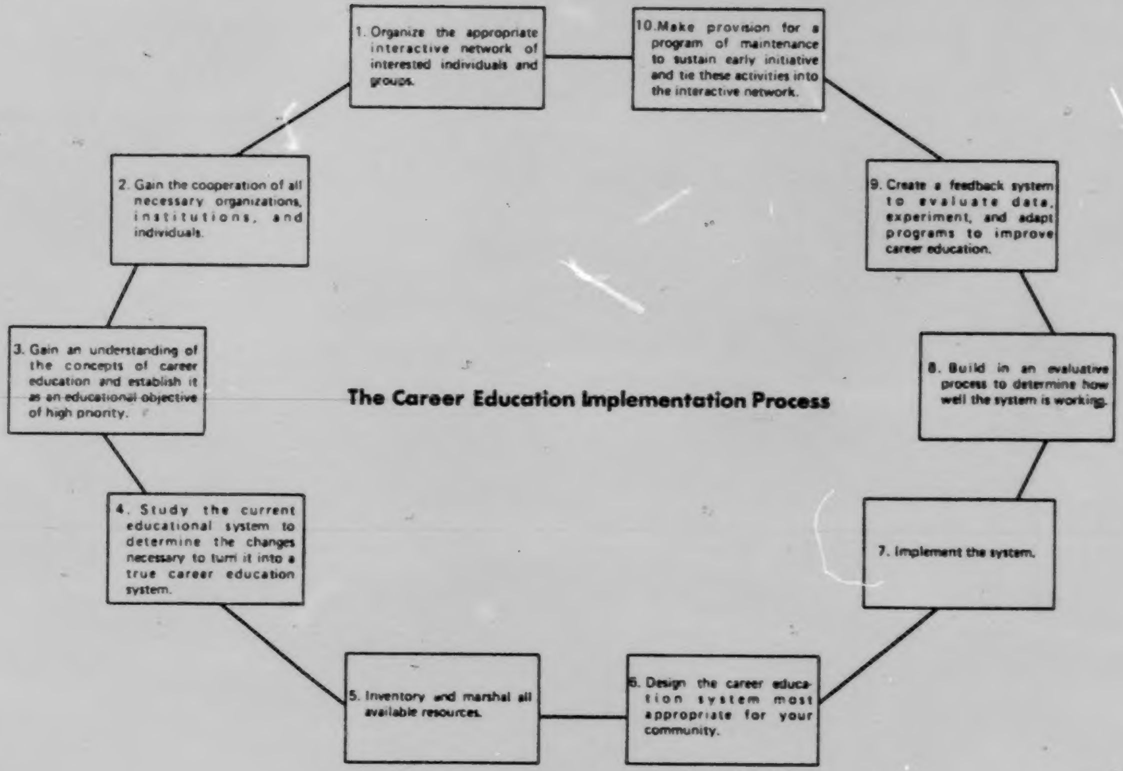
CAREER AWARENESS

CAREER ORIENTATION

CAREER EXPLORATION

CAREER PREPARATION

The Career Education Implementation Process



The Career Education Implementation Process

1. Organize the appropriate interactive network of interested individuals and groups.
2. Gain the cooperation of all necessary organizations, institutions, and individuals.
3. Gain an understanding of the concepts of career education and establish it as an educational objective of high priority.
4. Study the current educational system to determine the changes necessary to turn it into a true career education system.
5. Inventory and marshal all available resources.
6. Design the career education system most appropriate for your community.
7. Implement the system.
8. Build in an evaluative process to determine how well the system is working.
9. Create a feedback system to evaluate data, experiment, and adapt programs to improve career education.
10. Make provision for a program of maintenance to sustain early initiative and tie these activities into the interactive network.

CAREER EDUCATION
CONSULTING PACKAGE

Pack V

Administrators

CAREER EDUCATION PROJECT
REGION V EDUCATIONAL SERVICE AGENCY
1210 13th Street
Parkersburg, WV 26101

STATEWIDE DISSEMINATION WORKSHOP IN CAREER EDUCATION HELD IN PARKERSBURG, WEST VIRGINIA, FEBRUARY 5, 6, AND 7, 1976, SPONSORED COOPERATIVELY BY

Region V
Regional Education Service Agency
Career Education Project
1210 Thirteenth Street
Parkersburg, West Virginia

West Virginia Department of Education
Bureau of Vocational, Technical, and Adult Education
Charleston, West Virginia

and

Marshall University
Huntington, West Virginia

ADMINISTRATORS' CAREER EDUCATION CONSULTANT PACKAGE

General Statement

The consultants' materials found in this package were developed by professionals in the Region V area to be used as a guide that may be adapted or adopted as the presenter wishes.

It should be noted that many other articles are available that provide good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

How to find transparencies and handouts

All transparencies and handouts numbered with the letter A can be found in the back of this section. All others can be found in the General Transparencies and Handout section at the back of the package.

I. Introduction

II. General Information
   A. Ice Breakers
      1. Decision Game
         Work Value Game
      2. Movies
      3. Doodle Sheets
         Poster
      4. Flip Chart
   B. Definition, Justification and Purpose

III. Specific Information for School Administrators
   A. Overview of Career Education
   B. Infusion of Career Education Into Curriculum
   C. Cost of Implementation
   D. Examples of Previous Career Education Projects in Other Schools
   E. Possible Pitfalls
      1. Infusion vs. Separate Courses
      2. Time and Cost Trade Off
      3. Retraining Teachers
      4. Guidance
      5. Career Education May Not Be Academic
      6. Federal Control

IV. Transparencies and Handouts

INTRODUCTION

The following outline presents materials of probable use in presenting a workshop for administrators in career education. Any of these items should be used or deleted as the presentor sees the need.

It should be noted that many other articles are available that provide good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

I. Introduction

Students, parents, the business and industrial community, and educators have become painfully aware of the problems faced by many children, youth, adults. Many of the problems are caused by an absence of a clear self, educational, and career identity. For many educators, the means to resolving these problems is through a systematic approach to teaching which relates life goals to subject goals.

Career education goals emerge from the relationship of life goals to subject goals. These goals reflect concerns about attitudes, knowledge, and skills of children, youth, and adults, as they venture into social, educational, and career encounters. The emphasis in career education is on reducing the difficulties which occur in these encounters with reality.

Career education is a part of all academic, general, and vocational subjects from kindergarten through adulthood. Yet, all of education is not career education. The long range goal of career education is to produce responsible individuals who are capable of making and implementing accurate choices concerning the present and future. The purpose implies that individuals possess positive attitudes, appropriate knowledge, and adequate skills to make and implement wise decisions.

The course content for career education is found in the courses currently being taught in the elementary and secondary schools. The content of the subject is related to the student's world and the career world. The emphasis is definitely not on memorizing job descriptions or lists of occupations. Rather the approach relates student needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations to educational endeavors and career potential.

The teaching methods or process used to illustrate abstract concepts related to both life goals and subject goals are: field trips, interpersonal interaction, "hands-on" activities, multi-media, guest speaker, research activities, simulation, role playing and work experience. The primary focus of the process is the use of "real" experiences to illustrate abstract symbols and concepts related to self, education, and careers.

Career education provides meaning to the subjects currently taught in the schools. Individuals who are encouraging school systems to adopt the career education approach are sincerely committed to the development of academic skills. Research indicates that students achieve a higher level of academic skill when learning experiences relate to things outside the school rather than being confined solely within the four walls of the classroom. The student does not exist solely to attend school. Nor should the school attempt to exist separate and apart from society in which it finds itself.

The burden to assist students in achieving career education goals falls on the shoulders of all educators. In the past, specific courses which allowed students to gain a better understanding of themselves while investigating the career world have been offered to only a limited number of students and then only at the upper high school level. For most students, this has been too little, too late. Hopefully, these materials that have been compiled will be useful to the administrators who use them to develop in-services which will create a climate in which educators can become more responsive to the needs and concerns of children and youth.

The following outline presents materials of probable use in presenting a workshop for administrators in career education. Any of these items should be used or deleted as the presentor sees the need.

It should be noted that many other articles are available that provide a good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

Handout: HA-1 - Developing Awareness for Career Commitment.

II. General Information

Career in-service education should be planned and conducted in a climate which will support professional growth by providing educators with an opportunity for personal involvement, ego support, social mobility, introspective articulation, feedback, and professional dialogue. Experiential situations can be created which allow participants to be involved in, and learn first-hand about effective communications, consulting, problem solving, planning, feedback, group decision making, and team work.

A. Ice Breakers: Decision Games
   1. H-13 - NASA (Decision By Consensus — developed by Jay Hall)
   2. H-14 - Work Value Game (3x5 Cards are to be included in the package and used as handouts)

   Movies:
   1. Pack Your Own Chute, RESA V Film Library, MP1471
   2. In-service film: Bread and Butterflies (Use any film from series), West Virginia Department of Education, Robert P. Martin, Career Education Office, Charleston, West Virginia
   3. H-16 - Doodle Sheets
   4. Poster Flip Chart - CA-1

B. Definition, Justification, and Purpose

The term "career education" describes an educational process (method or approach) rather than a specific program of study. Yet it is based upon concepts which must be acquired by the student prior to and during the planning and implementation of a career. It involves a long range developmental process which begins before the child enrolls in school and continues long after the youth leaves school. Through career education, teachers provide relevant experiences in all academic, general, and vocational subjects. The primary focus of the process is the use of "real" experiences to illustrate abstract symbols and concepts related to self, education, and careers. The basic purpose of career education is to produce viable individuals who are capable of making and implementing accurate choices concerning the present and future. The purpose implies that individuals possess positive attitudes, appropriate knowledge, and adequate skills to make and implement wise decisions.

1. Handouts
    a. Page 3, Career Education Curriculum Materials Resource Guide, RESA V
    b. Page 4, Career Education Curriculum Materials Resource Guide, RESA V
    c. Page 6, Career Education Curriculum Materials Resource Guide, RESA V
    d. H-17 - Summary Information, Career Education (Lincoln County)
    e. H-11 - Educational Goals For West Virginia
    f. Page 33 - Lincoln County Book
    g. H-2 - Straight Answers on Career Education
    h. HA-2 - Outlining The Quest
    i. HA-3 - Key Concepts to Understanding Career Education
2. Transparencies:
    a. TA-1 - Outlining The Quest
    b. TA-2 - Key Concepts to Understanding Career Education

III. Specific Information for School Administrators

A. Community Needs

- 1. Handouts:
  - a. H-8.1 - 8.4 - 2 pages from Ritchie County Resource List for sample
  - b. H-9 - Career Education Where Are We Going?
  - c. Page 9 - Career Education Curriculum Materials Resource Guide, RESA V
  - d. Page 10 - Career Education Curriculum Materials Resource Guide, RESA V
  - e. H-4 - Subject Cluster Model
  - f. Page 13 and 14 - Career Education Curriculum Materials Resource Guide, RESA V
  - g. H-1 - Cipher In The Snow
  - h. H-5 - I May Be Educated Beyond My Intelligence
  - i. H-6 - I Taught Them All
  - j. HA-5 - Survey of Interest In Occupational Groups
  - k. HA-6 - Using The Survey of Interest In Occupational Groups
  - l. Page 20, Lincoln County Book
  - m. HA-4 - Work Activity Preference Checklist

B. Infusion of Career Education Into Curriculum

- 1. Handouts:
  - a. Page 9, Career Education Curriculum Materials Resource Guide, RESA V
  - b. Page 10, Career Education Curriculum Materials Resource Guide, RESA V
  - c. H-4 - Subject Cluster Model
  - d. Pages 13 and 14, Career Education Curriculum Materials Resource Guide, RESA V
- 2. Transparencies:
  - a. Page 10, Career Education Curriculum Materials Resource Guide, RESA V
  - b. H-4(20) - Sample Subject Cluster Model

C. Cost of Implementation

- 1. Refer to An Approach to Career Education in West Virginia, by Dr. LeVene A. Olson, Ed.D.
- 2. Career Projects in West Virginia
- 3. Transparencies:
  - a. TA-3.1 - The Principal's Role Leadership
  - b. TA-3.2 - Formulation
  - c. TA-3.2 - Crystallization
  - d. TA-3.3 - Implementation I
  - e. TA-3.3 - Implementation II
  - f. TA-4 - Administrative Overview

E. Possible Pitfalls:

1. Infusion vs. Separate Courses. Career Education should be infused into the curriculum rather than being presented as a separate course.
2. Time and cost Trade off. Includes Career Education in all subject areas as a trade-off in time and/or money.
3. Retraining Teachers - In-service Programs; elementary, secondary.
4. Guidance - The Role of Guidance will change.
5. Another crutch or frill Career Education may not be academic but it is practical and essential.
6. Federal Control - Not really a threat but could be.

DEVELOPING AWARENESS FOR CAREER COMMITMENT

SELF-DESCRIPTION INVENTORY

DIRECTIONS FOR ACTIVITY A: Answer the statements below by placing an X in the box that best tells about you. If the statement does not tell about you at all, check Box 1. If the statement is a good description of you, check Box 7. The boxes numbered 2 through 6 let you tell where you fit between the high and low points.

DIRECTIONS FOR ACTIVITY B: Read again each answer you made in Activity A: then, see if you are pleased with your answers. If you think an answer is right, put a plus (+) sign for that answer in the box in the last column. If you are not pleased with your answer, if you honestly wish you could have given another answer, put a minus (−) sign in the box.

Activity A	Fits Poorly 1	2	3	4	5	6	Fits Well 7	**Activity B** + or −
1. I know how to study well enough to learn on my own.	☐	☐	☐	☐	☐	☐	☐	☐
2. I can control those things that lead to success at work.	☐	☐	☐	☐	☐	☐	☐	☐
3. I can control the way I am.	☐	☐	☐	☐	☐	☐	☐	☐
4. I can learn to concentrate better.	☐	☐	☐	☐	☐	☐	☐	☐
5. I have a good attitude about learning.	☐	☐	☐	☐	☐	☐	☐	☐
6. I try to learn all the time.	☐	☐	☐	☐	☐	☐	☐	☐
7. I am satisfied with "just getting by."	☐	☐	☐	☐	☐	☐	☐	☐
8. I believe that my training will affect my pay.	☐	☐	☐	☐	☐	☐	☐	☐
9. I live in a world where I can make it to the top.	☐	☐	☐	☐	☐	☐	☐	☐
10. I base my decisions on facts, faith, and commitment.	☐	☐	☐	☐	☐	☐	☐	☐
11. It is not my fault for who I am or who I become.	☐	☐	☐	☐	☐	☐	☐	☐
12. I always say, "I can."	☐	☐	☐	☐	☐	☐	☐	☐
13. I work at only those things that I like.	☐	☐	☐	☐	☐	☐	☐	☐
14. I try to find out about different things.	☐	☐	☐	☐	☐	☐	☐	☐
15. I know where I am going in life.	☐	☐	☐	☐	☐	☐	☐	☐
16. I like myself.	☐	☐	☐	☐	☐	☐	☐	☐
17. I am a person who plans before doing.	☐	☐	☐	☐	☐	☐	☐	☐
18. I know what my real goals are.	☐	☐	☐	☐	☐	☐	☐	☐
19. I ask questions when I am not sure of something.	☐	☐	☐	☐	☐	☐	☐	☐
20. I have personal barriers that keep me from becoming a success.	☐	☐	☐	☐	☐	☐	☐	☐
21. I often find it hard to make decisions.	☐	☐	☐	☐	☐	☐	☐	☐
22. I look at all the choices before making a decision.	☐	☐	☐	☐	☐	☐	☐	☐
23. I set realistic dates to reach my goals.	☐	☐	☐	☐	☐	☐	☐	☐
24. I often daydream about reaching my goals.	☐	☐	☐	☐	☐	☐	☐	☐
25. I often make decisions before thinking them out.	☐	☐	☐	☐	☐	☐	☐	☐
26. I can tell the difference between good actions and bad actions.	☐	☐	☐	☐	☐	☐	☐	☐
27. I usually go along with the crowd.	☐	☐	☐	☐	☐	☐	☐	☐
	1 Fits Poorly	2	3	4	5	6	7 Fits Well	

OUTLING THE QUEST

THE NEED

THERE IS A NEED —

CALL IT A DREAM --

CALL IT A VISION —

CALL IT A PURPOSE - AN OBJECTIVE - A HOPE - AN AIM IN LIFE - AN INTENTION - A PLAN - A DESIRE - A YEARNING - CALL IT WHAT YOU WILL.

SOMEHOW, IN THE DAYS OF YOUTH, YOUTH MUST BE GIVEN (OR BE CAUSED TO OBTAIN) THAT WHICH WILL MOVE HIM - TO BE BETTER THAN JUST AN ANIMAL - TO SEEK - TO SEARCH HIS SOUL - TO RESOLVE - TO PURSUE - TO BECOME - TO ACHIEVE - NOT ONLY THAT WHICH IS ASSIGNED HIM, OR THAT WHICH OTHERS DO, BUT THAT WHICH WILL HELP OTHERS AND CAUSE IMPROVEMENT OF SOME SORT.

YOUTH MUST SEE A VISION IN SOME FIELD OF LIFE. HE MUST BE WILLING TO DEDICATE HIS BEST EFFORT. HE MUST KNOW HE WAS PUT HERE, NOT JUST TO FILL UP SPACE BUT TO FILL A NEED - NOT JUST TO CONSUME BUT TO PRODUCE - NOT JUST TO ACCEPT BUT TO GIVE.

WE MUST SEE THE JOY AND BENEFIT AND SATISFACTION THAT COMES FROM SERVICE.

OF A GREAT TEACHER IT WAS SAID, "HE COULD MAKE A BOY WANT TO BE A MAN; A REAL, WORTHY, ACHIEVING MAN."

Key Concepts to Understanding Career Education

1. Career education is a systematic approach to facilitating the maturation process called career development.
2. The term career applies to a series of jobs and occupations and their relationship to life styles.
3. Career education focuses on learning experiences related to self understanding, educational endeavors, and career potential.
4. Concrete experiences are utilized to illustrate abstract concepts and nebulous symbols related to school subjects.
5. Career education is not a separate subject, but is a part of all school subjects kindergarten through the twelfth grade.
6. Career education provides experiences related to a sample of occupations at all levels of the occupational spectrum.
7. Career education does not force students to make early career decisions but does provide decision-making experiences.
8. Career education experiences assist students achieve career education goals and subject goals.

Dr. LeVene A. Olson
Department of Occupational
and Adult Education
Marshall University
Huntington, West Virginia 25701

Work Activity Preference Checklist

Most people have an interest in or a preference for certain types of work activity. Below is a list of ten broad types of work activity. Read each activity and express how you would feel about working on a job which would involve you in that activity. Use the following ratings.

1. Would dislike the activity very much.
2. Would dislike the activity.
3. Neutral. Would neither like nor dislike the activity.
4. Would like the activity.
5. Would like the activity very much.

	Circle the rating describing your feelings about each activity.				
1. Activities dealing with things and objects.	1	2	3	4	5
2. Activities involving business contact with people.	1	2	3	4	5
3. Activities of a routine, definite, organized nature.	1	2	3	4	5
4. Activities which involve direct personal contact, to help people or deal with them for other purposes.	1	2	3	4	5
5. Activities which bring recognition or appreciation by others.	1	2	3	4	5
6. Activities concerned with people and the communication of ideas.	1	2	3	4	5
7. Activities of a scientific and technical nature.	1	2	3	4	5
8. Activities of an unusual, indefinite nature which require creative imagination.	1	2	3	4	5
9. Activities which are nonsocial and involve the use of machines, processes, or methods.	1	2	3	4	5
0. Activities which bring personal satisfaction from working on or producing things.	1	2	3	4	5

Now that you have marked your preferences, rank order them using the number in front of the work situations. Mark this number on the lines below to represent your first to last choice.

____	____	____	____	____	____	____	____	____	____
1st Choice	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**9th**	**Last Choice**

SURVEY OF INTEREST IN OCCUPATIONAL GROUPS

All of the jobs in the world of work have been grouped into a classification structure called the Occupational Group Arrangement. This Arrangement groups jobs according to a combination of field of work, purpose, materials used, service performed, and/or industry. There are nine major clusters of occupations called Categories. These are:

0 }
1 } — Professional, Technical, and Managerial Occupations
2 — Clerical and Sales Occupations
3 — Service Occupations
4 — Farming, Fishery, Forestry, and Related Occupations
5 — Processing Occupations
6 — Machine Trades Occupations
7 — Bench Work Occupations
8 — Structural Work Occupations
9 — Miscellaneous Occupations

Each occupational Category is divided into more specific groups called Divisions. These Categories and Divisions, forming common groups of jobs, provide a structure which can be used for obtaining career information for exploring the world of work.

On the following pages is a listing of the nine broad Categories, their descriptions, and a listing of the Divisions of jobs belonging to each. Read each Category description and the list of Divisions of jobs belonging to it and then in the box below, circle the statement which reflects your general interest in the Category. Next, place a check mark in front of any of the Divisions in which you feel you may have an interest.

The following is an example of how to mark your responses.

3 SERVICE OCCUPATIONS

This category includes occupations concerned with working in or around private homes; serving people in such places as beauty shops, restaurants, or amusement parks; and protecting the public against crime, fire, accidents and acts of war.

30 Domestic Service
✓31 Food and Beverage Preparation and Service
32 Lodging and Related Service
✓33 Barbering, Cosmetology, and Related Service
34 Amusement and Recreation
35 Miscellaneous Personal Service
36 Apparel and Furnishings Service
37 Protective Service
38 Building and Related Service

Highly Interested [✓ Fairly Interested] Not Interested Not Sure

USING THE SURVEY OF INTEREST IN OCCUPATIONAL GROUPS

The "Survey of Interest in Occupational Groups" is a checklist on which individuals may express their degree of interest in the nine Categories of the *Dictionary of Occupational Titles* (DOT) Occupational Group Arrangement. These Categories are:

0
1 Professional, Technical, and Managerial Occupations
2 Clerical and Sales Occupations
3 Service Occupations
4 Farming, Fishery, Forestry, and Related Occupations
5 Processing Occupations
6 Machine Trades Occupations
7 Bench Work Occupations
8 Structural Work Occupations
9 Miscellaneous Occupations

This arrangement is a grouping of jobs according to a combination of field of work, purpose, materials used, services performed, and/or industry. In addition to marking their degree of interest in each of the nine Categories, individuals may also check groups of jobs which form Divisions that are subgroups of the Categories.

The descriptions of the Categories and Divisions for which an interest was expressed may be read in the *Guide for Exploring Careers Through Occupational Groups*. This *Guide* is a rewrite of the DOT Occupational Group Arrangement changing the vocabulary to an eighth grade level. Just as the nine Categories are divided into subgroups called Divisions, the Divisions are subdivided into more specific subgroups called Occupational Groups. These Occupational Groups are indexed to Worker Trait Groups (WTG) which contain jobs that belong to each occupational group. This provides an index to identify occupations for exploration using the Career Information System (CIS).

There are three ways in which occupations belonging to each of the Occupational Groups may be located. The first way is to use Volume II of the DOT and identify the appropriate Occupational Group section in the listing of occupations. This section is located on pages 33 through 213 and the Occupational Groups are listed in numerical sequence with the first three digits of the six-digit DOT code assigned to occupations. Any occupation may be located by using Volume I of the DOT which contains a list of the occupational titles in alphabetical order and a brief description of each. The alphabetical card index may also be used to locate specific occupations in the Career Information System.

A second procedure is to use the WTG numbers in parentheses following the Occupational Group. Using the *Guide to Job Titles Filed for Exploring Careers Through Worker Traits (File Content Notebook)* the WTG number can be checked to identify occupations listed for each of the WTGs related to specific occupational groups. For each of the occupations listed, the six-digit DOT occupational code is identified. The first three digits identify the occupational groups, thus an individual may check these DOT codes to identify the occupations related to that occupational group. An individual may then go to Volume I of the DOT to read a brief description about that occupation or check the alphabetical card index to see if a specific occupation is in the CIS.

A third procedure would be to turn to the WTG page in Volume II of the DOT where a complete listing of occupations for that WTG appears. This listing is in numerical sequence of the DOT first three digits, thus specific occupations related to each occupational group can be identified from the list. Then, as in the first two procedures, Volume I of the DOT and the CIS alphabetical card index is used.

D. Examples of Previous Career Education Projects in Other Schools

1. Include in Outline

Franklin Junior High School presently has an active and resourceful Advisory Committee which serves as a logical and efficient means of bringing about a closer working relationship between the school, the community, and the world of work. Business and community leaders are in a unique position to help plan educational programs that will prepare the student for employment.

Initial workshops at our school encompassed the greater portion of 3 organizational in-building days at the beginning of the school term. The first day was devoted to staff and group development, team building, and the creation of a consultative helping relationship between participating teachers.

The framework for the second day included a model of career development education presented to the total group with reaction and discussion following in the small groups that were built the first day.

The third day opened with a short lecture to the total group on unit development, including objectives, methodology, and important unit elements. The program included at least six elements deemed important in maximizing the effectiveness of each unit. These are field trips, use of a resource person from the occupation studies for a conference in the classroom with students, correlation of academic subjects, identification and study of related occupations including role playing and manipulative activity. The remainder of the day was spent with teachers divided by grade level developing actual units for use in the classroom during the school year. Units created by staff will be used as models.

Our overall goal was to develop a cohesive, committed team of teachers, principals, and counselors unified around the Career Awareness concept, with skills in the technical or informational aspect, as well as competence in such process areas as communication, cooperation and problem solving. This combination is the key to a successful project which facilitates teachers and accelerates the development and maintenance of teamwork and consenual behavior.

Career education can make a vital contribution to the needs of youth at the junior high school age. A junior high curriculum which does not contain some of the components of career education cannot fulfill its assignment.

A number of related ideas have been hatched by those faculty members involved in career education implementation at Franklin Junior High School. For the most part, our staff have scheduled a multitude of resource persons into their classrooms to discuss the various "walks of life" available to young students planning a career. Also, a number of career interest visits have been made e.g., to the sewage treatment plan, fire department, industries, public utilities, etc., by our science and social studies classes. Representative trades have included real estate, newspaper work, sanitation, conservation, retail sales, etc.

The faculty met in January to pull together the efforts of those several people preparing units. Included were all participants in the VTE 582 course, whether or not they were currently enrolled in the Practicum. The participants were given the opportunity to share the content and techniques developed for their particular subject area, by reviewing each unit before the group and allowing time for questions and suggestions.

Franklin has been exceptionally fortunate in its efforts to implement a "total" school program due to the proportionate number of staff involved (11 out of a staff of 35).

Other activities have included the following:

1. An impressive array of Schlumberger well drilling equipment visited the school, representative of the petroleum industry.
2. Mr. Russell Copeland, in conjunction with his unit on careers in ecology, visited an Ecology Workshop at the Holiday Inn on Saturday, March 23, 1974.
3. Dr. Nelson Smith, Department of Electrical Engineering, West Virginia University, met with eighth graders during Engineering Week to discuss careers in engineering and related occupations.

4. Two very interesting in-service programs were provided by the State Department of Education in February. Separate programs for teachers and administrators were offered. The workshops were sponsored by the State Department's "Training Program for Teachers in the Technologies" (TPTT), which is a Technology Teacher Center project funded jointly by the United States Office of Education, West Virginia State Department of Education, and West Virginia University. The express function of TPTT is to improve education through in-service training. Two of our Industrial Arts teachers at Franklin have received training under this program.

We, at Franklin Junior High School, look forward to expanding upon our career awareness program for the coming year. The incentive and guidance provided by Mr. Ray Miller, Mr. John Lorentz, and Dr. LeVene Olson have made us keenly aware of the need for a continuous program of career education at the junior high level, where vocational choices begin to be surveyed. Though somewhat limited by the absence of a ninth grade program at our school this past year (ninth graders are being temporarily housed at Parkersburg South High School due to over-population), we are anxious to continue and multiply this years' efforts toward awareness and readiness of all children for an ever changing world of technology and the accompanying technological occupations it affords them.

Handout HA-8

Handout HA-9

OBJECTIVES

Objectives at the 7th and 8th grade levels would be:

1. To provide experience for students to assist them in evaluating their interests, abilities, values, and needs as they relate to occupational roles.
2. To provide students with opportunities for further and more detailed exploration of selected occupational clusters, leading to the tentative selection of a particular cluster for indepth exploration at the 9th grade level.
3. To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.

Level 9 career education objectives would include:

1. To provide indepth exploration and training in one occupational cluster leading to entry-level skill in one occupational area and providing a foundation for further progress, leaving open the option to move between clusters if desired.
2. To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.
3. To provide guidance and counseling for the purpose of assisting students in selecting an occupational speciality for senior high school grades with the following options: intensive job preparation, preparation for post secondary occupational programs, or preparation for a 4-year college.

"Occupational clusters", representative of the entire world or work and around which a career education system might be designed are: Business and Office Occupations, Marketing and Distribution Occupations, Communications and Media Occupations, Construction Occupations, Manufacturing Occupations, Transportation Occupations, Agri-Business and Natural Resources Occupations, Marine Science Occupations, Environmental Control Occupations, Public Services Occupations, Health Occupations, Hospitality and Recreation Occupations, Personal Service Occupations, Fine Arts and Humanities Occupations, and Consumer and Homemaking-Related Occupations.

ORGANIZATIONAL IDEAS

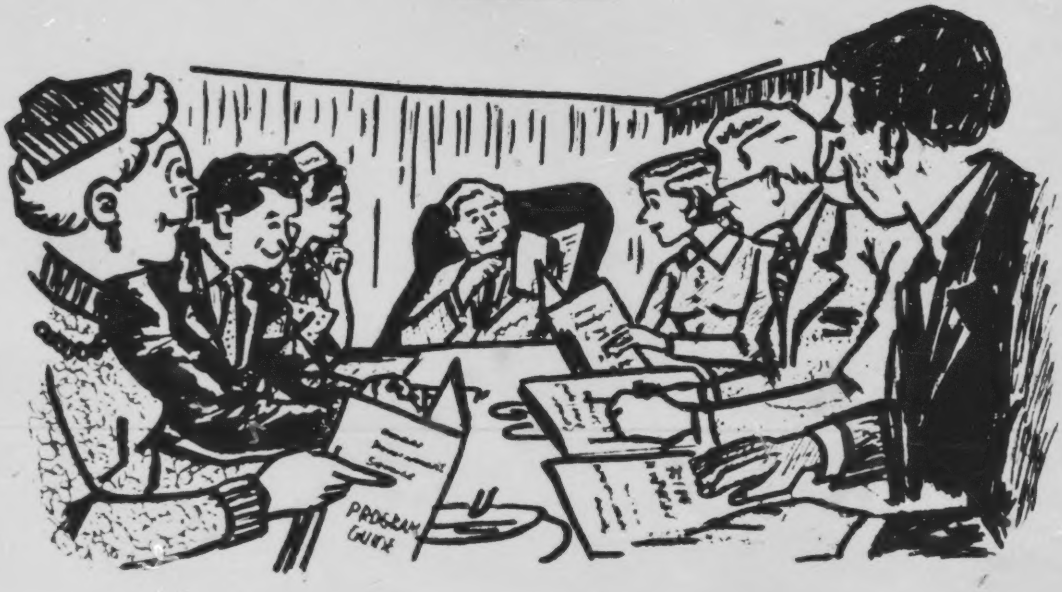
As a means of satisfying the need to put process and content together, attempt to put as many of the following ideas into practice as funds and personnel will allow:

1. A committee made up of classroom teachers and administrators will plan specific behavioral objectives and activities for interested teachers.
2. Visitations to classrooms in other districts where career education is being planned and implemented.
3. Special workshops to focus attention upon educational goals and outcomes.
4. In-service meetings with staff to learn new methods of teaching.
5. Lay advisory committees to evaluate present products of schools and suggest new directions and priorities.
6. Grade level teams will report to the school faculty and to parent groups.
7. Special projects through media centers to highlight particular careers or to show the relevance of academic content to particular occupations.
8. Special pilot experiments to test selected concepts in the classroom setting. (In grades 7 and 8, pupils will begin exploring clusters that most interest them individually. In grade 9 a pupil can explore a single cluster of his choice in depth and receive practical experience in particular jobs).
9. Career education fairs and other all-school activities that bring school and community together.
10. Consultant help from state office personnel, county supervisors, and university or college staff.

THE PRINCIPAL's ROLE

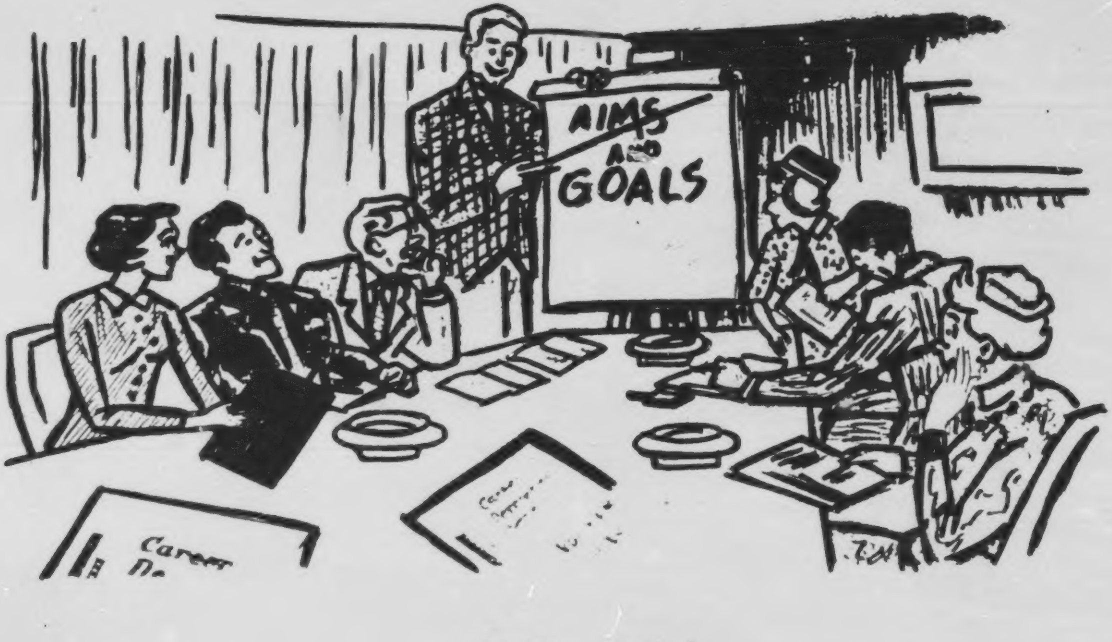
LEADERSHIP

FORMULATION


PROGRAM GUIDE

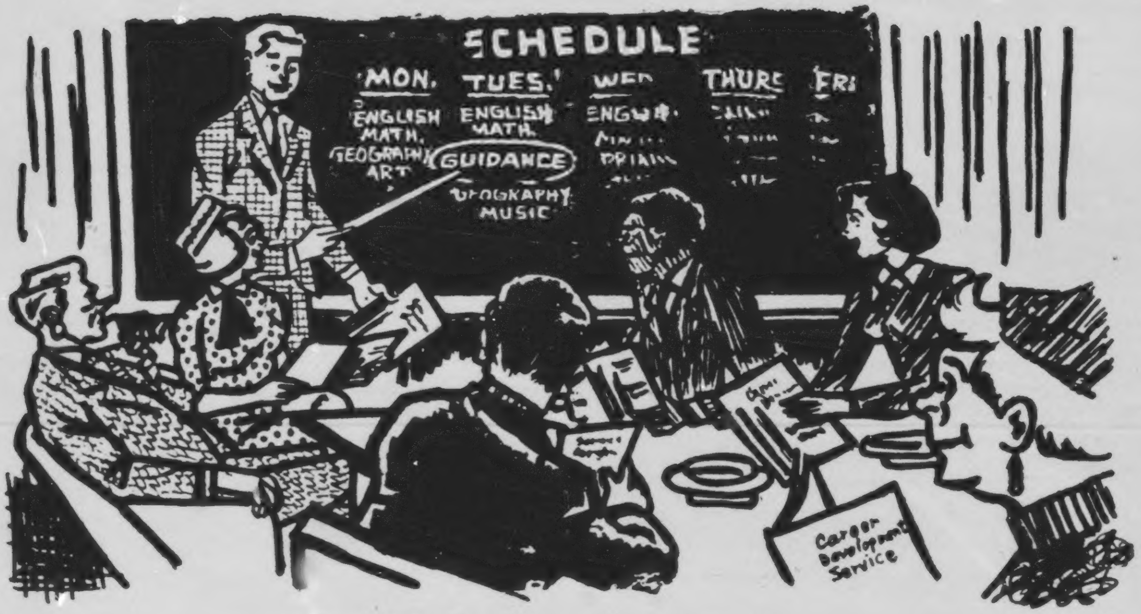
Getting Ready.

CRYSTALLIZATION


AIMS AND GOALS
Career De

Getting started.

IMPLEMENTATION - I


SCHEDULE
MON.
TUES.
WED
THURS
FRI
ENGLISH
MATH.
GEOGRAPHY
ART
ENGLISH
MATH.
GUIDANCE
GEOGRAPHY
MUSIC
Career Development Service

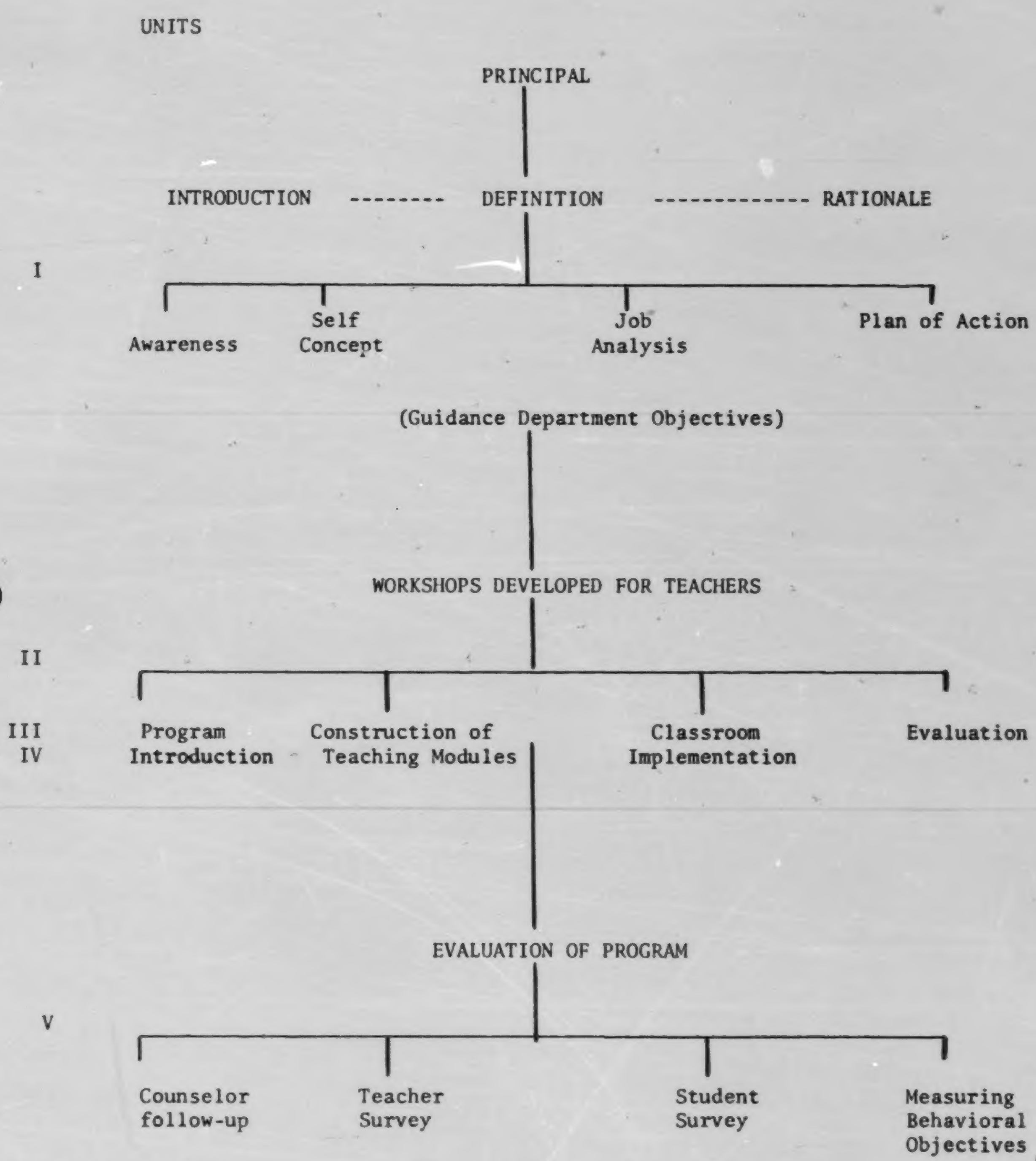
Picking the right sport.

IMPLEMENTATION - II

SUCCESS AND YOU
SUCCESS AND YOU

Getting it going.

ADMINISTRATIVE OVERVIEW


UNITS
PRINCIPAL
INTRODUCTION
DEFINITION
RATIONALE
I
Awareness
Self Concept
Job Analysis
Plan of Action
(Guidance Department Objectives)
WORKSHOPS DEVELOPED FOR TEACHERS
II
III
IV
Program Introduction
Construction of Teaching Modules
Classroom Implementation
Evaluation
EVALUATION OF PROGRAM
V
Counselor follow-up
Teacher Survey
Student Survey
Measuring Behavioral Objectives

CONTENTS FOR POSTER FLIP CHART

The following can be prepared on an Easel Tablet (approximately 2' x 2')

CAREER EDUCATION WHAT?

Draw an amoeba to illustrate that career education has had no previous direction and coordination in education.

CAREER EDUCATION WHO?

Draw several people to illustrate that career education is for everyone. A street scene may be appropriate.

CAREER EDUCATION WHEN?

Illustrate by drawing some prominent people from the beginning of man.

Adam - Noah - Moses - up to and include contemporary well-known people that are easy to illustrate and recognize.

CAREER EDUCATION WHERE?

Illustrate by drawing the national capitol, Health, Education, and Welfare Building, university buildings). This is to illustrate that the direction has been from these areas.

CAREER EDUCATION YOU!

Illustrate by drawing the Little Red School House and the principal and staff.

CAREER EDUCATION WHY?

Illustrate by a cartoon of children not knowing what direction to take, [round pig in a square hole, students with question marks over their heads].

Hamilton Jr. High Plan of Implementation

CAREER EDUCATION ACTIVITIES SUGGESTED FOR MATHEMATICS CLASSES - TO BE EVALUATED BY THE MATHEMATICS DEPARTMENT WITH ADDITIONAL IDEAS AND SUGGESTIONS (The updated revision will be duplicated for future reference.)

Please return to the office by AS SOON AS POSSIBLE

IF A LIMITED AMOUNT OF TIME IS SPENT ON THE FOLLOWING ACTIVITIES (INTEREST AND APTITUDE), THIS SHOULD PROVIDE A STRONG MOTIVATING DEVICE FOR THE STUDENTS, as well as provide them with the necessary information they need to know concerning the need for math.

I. Self-appraisal of interest and aptitude:

A. Help the student to explore his own interest in mathematics: Assign the motivational leaflets from the U.S. Labor Department - Why Study Math? and Math and Your Career.

B. Have the students make a list of occupations and find out how much mathematics is needed in these occupations. Refer the students to the Career Briefs in the library and Occupational Outlook Handbook. Follow with a discussion.

C. Have a discussion on the mathematics courses that are offered at the high school, math needed to graduate, math needed for college, and math needed for different occupations.

Invite someone from the math department at the high school to talk about the various math courses offered: geometry, advanced algebra, trigometry, calculus, probability and statistics, Mathematics I and II, business mathematics, and senior mathematics.

D. Ask the counselor to provide profile charts for the students with their mathematics aptitude and achievement scores from the most recent standardized tests:
Seventh Gr. (refer to end of sixth grade EDS Tests)
Eighth Gr. (Metro. Tests in mathematics are given in spring)
Ninth Gr. (EDS Tests are given in October - results returned in Dec.)

E. Ask the students to write a paper on their strengths and weaknesses in mathematics. In this paper have the students consider their needs and plans for mathematical education.

F. Assign the students a career study on a math related career of their choice. (A Career Study Guide is found in the "Career Education Resource Guide for Teachers." Career Briefs and the Occupational Outlook Handbook Handbook in the library contains researched information to answer most of their questions.

(See the counselor if you want the students to use the Career Education Resource Center; the counselor will assist or have a student assistant available.)

II. Development of Life Goals with reference to mathematics:

A. (General) Evaluate the mathematical needs of the students in the class. Plan and assign learning units relative to the practical kinds of mathematics in everyday life, as well as a foundation for further mathematics study.

B. Plan a unit on "How to do My Banking" which all individuals need to know. Suggested--Seventh and Ninth Grade general mathematics. (Materials for this unit will be supplied by Wood County Bank.)

CAREER EDUCATION ACTIVITIES SUGGESTED FOR MATHEMATICS CLASSES: Page -2-

C. Invite Mr. George Crawford from Wood County Bank to speak to classes about "Money" and banks. (or possibly another banker)

D. Plan a unit relative to federal income tax. Obtain tax forms for the students to complete, and invite an internal revenue agent to discuss federal taxes. Make related assignments in mathematics.

E. Plan a mathematical unit on Budgeting, Cost of Living, Buying on the Installment Plan, etc., Invite a C.P.A., a banker from a loan department, etc.

F. Evaluate the students on their performance of measuring products and time. Acquaint them with the metric system. Provide additional learning units in this area when necessary. Invite a nurse, laboratory technician, architect, draftsman, surveyor, etc.

G. Plan a learning unit on Pay Checks with deductions such as social security, taxes, insurance, etc. Invite a resource person from the social security office to discuss the cost of social security. Make mathematical related assignments. Invite an insurance agent to discuss health insurance, the cost of health care, and make mathematical related assignments. Invite someone from Ohio Valley Data Processing.

H. Plan other mathematical units and relate community facilities and resource people that are involved in occupations where a lost of mathematics is necessary. These might include: Public Debt. - stocks and bonds, banks, accounting firms, industries with engineers, chemists, programmers, construction firms, insurance agencies, real estate agencies, etc.

Learning units in mathematics can be planned where the students can relate to a community resource person using the mathematical concepts involved. A personnel manager from a plant can explain the need to know and use the metric system.

CAREER EDUCATION ACTIVITIES SUGGESTED FOR ENGLISH CLASSES - TO BE EVALUATED BY THE ENGLISH DEPARTMENT WITH ADDITIONAL IDEAS AND SUGGESTIONS (The updated revision will be duplicated for future reference.)

Please return to the office by AS SOON AS POSSBILE

I. Self-appraisal of attitudes, interest, abilities, and aptitudes:

NINTH GRADE:

A. The Kuder Preference Record (an interest inventory) is available for all ninth grade students. This is purchased by the Central Office. The students score their own inventory and draw a profile of their interests.

This can be followed with a discussion and a writing assignment concerning the student's interests. One copy of the student's interest profile is to be placed in the guidance folder.

B. Make a library assignment with reference to the student's interests; a biography, a "Career Brief" or fiction that is related to the student's interests.

C. Invite the counselor to discuss with the class the student's aptitudes and achievements: (STS Educational Development Series Tests (which are scored in Charleston) should be returned by December. Profile charts are available for teachers, students, and parents.

EIGHTH GRADE:

A. Administer interest inventory. An interest survey form taken from the Changing Times magazine is found in the "Career Education Guide for Teachers." These forms can be obtained in the guidance office.

B. Administer a personality questionnaire and discuss "Personality is the Key Factor in Job Success." The samples that are found in the "Career Education Guide for Teachers" can be obtained in the guidance office.

C. Invite the counselor to discuss with the class the student's aptitudes and achievements. Profile charts are available. (Metropolitan Achievement Tests are administered in the spring.)

SEVENTH GRADE:

A. Refer to STS Educational Development Series Tests which were given at the end of the sixth grade year. Students were phased according to these tests.

Profile charts are available. Invite the counselor to discuss the tests with the classes.

Part of the test series which deals with CAREER PLANS - SCHOOL PLANS - and FAVORITE SUBJECTS can be found in the "Career Education Guide for Teachers." These forms can be obtained in the guidance office to administer to students for a followup discussion and a writing assignment.

B. Make assignments with reference to the students likes, dislikes, and aptitudes. Refer to the motivational leaflets from the U.S. Labor Dept.: Why Study English? or English and your Career. Others are Why Study Science, Why Study Math, etc.

CAREER EDUCATION ACTVITIES SUGGESTED FOR ENGLISH CLASSES - Page 2

II. Development of Life Goals:

A. Use various kinds of literature and biographies to discuss the differences of an individual's values and occupational goals.

B. Organize a panel to discuss the meaning and value of developing a personal philosophy of life.

C. Assign an autobiography and discuss the purpose of making a self-assessment for future planning.

D. Invite resource people to talk with English classes about the importance of communications:

Possibilities are - Glenn Wilson with WTAP, David Owen with Parkersburg Sentinel, Reva Chevalier with C & P Telephone. The counselor will gladly help English teachers with contacting a resource person and scheduling them to speak.

E. Assign the students a career study where the study of English is most important. A Career Study Guide is found in the "Career Education Guide for Teachers" and the Career Briefs in the library will answer most any question the student might have.

F. Assign the students an interview with an individual in the job world, and have the students visit the place of employment where he can see what the worker actually does on the job and where he will have a chance to ask questions.

G. Acquaint the students with the "Career Education Resource Center" where he can get information on thousands of different jobs. Make sure he knows about the Occupational Outlook Handbook. (See the counselor if you want to use this part of the library; she will assist or have a student assistant available.)

Note: If any pertinent information from the above mentioned activities relative to the student's interests, attitudes, values, or goals are given to the counselor for the guidance folder, this material can be utilized with the student during followup conferences.

ADDITIONAL SUGGESTED ACTIVITIES FROM THE ENGLISH DEPARTMENT:

PLEASE LIST:

CAREER EDUCATION ACTIVITIES SUGGESTED FOR SOCIAL STUDIES CLASSES - TO BE EVALUATED BY THE SOCIAL STUDIES DEPARTMENT WITH ADDITIONAL IDEAS AND SUGGESTIONS (The updated revision will be duplicated for future reference.

Please return to the office by AS SOON AS POSSIBLE

I. Self-appraisal of attitudes, interest, abilities, and aptitudes: (Ref. to Soc. St.)

A. Make an appraisal of the student's attitudes, interests, abilities, and aptitudes in the area of Social Studies.
  (1) Refer to the motivational leaflets from U.S. Labor Dept., "Social Studies and Your Career."
  (2) Have a discussion on the major areas of interest in Social Studies.
  (3) Obtain profile charts from the counselor with the student's STS Educational Development Series Tests scores and let the student evaluate HIS own aptitudes and abilities in the Social Studies areas.
  (4) Discuss the Social Studies requirements in high school and college, and the reasons for these requirements.
  (5) Relate Social Studies with personal characteristics, approach to problems, and attempts at self-improvement.

II. Social Studies and the Development of Goals:

A. Assign historical biographies for the discussion of the following:
  (1) their home and family life
  (2) their friends and neighbors
  (3) their jobs
  (4) their cultural interests
  (5) the social problems of their times
  (6) their education

B. Make an assignment for the students to write about the affect of the above factors on their own lives.

C. Organize a panel to discuss:
  (1) an awareness of values, attitudes, character traits, and behavior
  (2) an awareness of self and of attitudes toward self and others
  (3) an awareness of the importance of values in planning for the future
  (4) "Changing Times and Changing Values"

D. Ask the students to write a composition relating social studies and his own personal philosophy; and the development of his goals.

III. What is the purpose of Social Studies?

A. Organize a panel to discuss "Effective Citizenship" - Invite an attorney to talk on how jurors are selected. Take classes to a court session.

B. Relate school rules and the laws of community and state.

C. Invite a guest speaker to discuss group participation and effective leadership.

D. Conduct a panel discussion on "What the Consumer Needs to Know?"

IV. The Occupational Implications of Social Studies:

A. Assign the students a unit on "Careers in Social Studies":

  (1) Occupations in History and Government
  (2) Occupations in Geography
  (3) Occupations in Economics

CAREER EDUCATION ACTIVITIES SUGGESTED FOR SOCIAL STUDIES - Page 2

(4) Occupations in Sociology and Anthropology
Reference is made to the "Career Education Resource Center" for briefs, "Career Education Resource Guide for Teachers," and the "Occupational Outlook Handbook."

B. Schedule community resource speakers and use community facilities. Ask the counselors to assist in scheduling.

C. Assign the students a unit on "Labor Unions." - (Apprenticeship Training)
(On-the-job Training)

D. Assign the students a unit on "Social Security."

E. Assign the students a unit on "Insurance."

F. Assign the students a unit on "Budgeting" and our "Credit System."

SUGGESTED INSTRUCTIONAL ACTIVITIES:

A. Organize a career shelf in one corner of the room for the display of occupational information materials related to the social studies.
(The students may order free and inexpensive materials from the federal government. A list may be found in the pamphlet "Why Study Social Studies?")
B. Organize student committees on careers in history and government; geography; economics; and sociology and anthropology. Such committees could be responsible for developing bulletin boards and preparing articles for the school newspaper on careers in the social studies.
C. Tape interviews with workers on the job in various social studies careers for presentation in class.
D. Organize an "Occupations in the Social Studies" file for use with students in the social studies classes. A simple alphabetical file using the occupations listed here is sufficient. (See the attached list.)
E. Students can help develop and maintain the file. Some of the references for teachers will suggest sources of occupational information for the file.
F. Invite guests to speak on various careers in the social studies. Use speakers from local historical societies, museums, businesses, and industries; some speakers might be parents of students in your class.
G. Ask the students to collect pictures of workers engaged in various occupations emphasizing the social studies.
H. Encourage students to attend a lecture of meeting of a historical or geographical society if there is one in your community.
I. Prepare a bibliography on career opportunities in the social studies.
J. Organize field trips to local museums, government agencies, banks, businesses, and industries.
K. Organize an adult group of local historians, sociologists, economists, and geographers to confer with students on careers in the social studies, to plan programs designed to provide observational experiences for students, and to help guide pupils in projects and research. Members of this group might meet periodically with groups of students and with individuals on request.

OCCUPATIONS IN SOCIAL STUDIES: History and Government;

Archivist
Attorney
Cartoonist
City Manager
Councilman
Court reporter
Diplomat
Foreign correspondent
Foreign-service worker
Government-service worker
Historian
Intelligence officer
Judge
Lawyer
Legal Secretary
Librarian
Newspaper correspondent
Police officer
Political Scientist
Politician
Researcher
Teacher

Geography

Cartographer
Geographer
Guide
Teacher
Travel Bureau Supervisor

Economics

Arbitrator
Bank Cashier
Banker
Businessman
Claim adjuster
Economic research asst.
Economist
Employment interviewer
Exporter
Teller
Importer
Insurance agent
Investment adviser
Job analyst
Labor relations specialist
Production manager
Public finance expert
Statistician
Teacher
Trade commissioner

Sociology and Anthropology

Anthropologist
Archaeologist
Caseworker
Criminologist
Curator
Ethnologist
Generalogist
Museum Worker
Paleontologist
Personnel Counselor
Probation Officer
Psychiatrist
Psychologist
Social Worker
Sociologist

CAREER PROJECTS IN WEST VIRGINIA

Career Education: A Structured Intervention Curriculum for Appalachian Youth

Career Education: A Structured Intervention Curriculum for Appalachian Youth is an ESEA Title III project for an eight county region including the counties of Berkeley, Grant, Hampshire, Hardy, Jefferson, Mineral, Morgan, and Pendleton.

The nature of the project is developmental and its main efforts are: 1) assisting students in understanding why they are in school and 2) assisting students in the process of deciding what they will do when they leave school.

The program spans grades E-9 in the schools of Region VIII and the basic goals of the project are to have students develop an awareness of their individual characteristics and an awareness of occupational options.

Objectives

The attainment of the objectives of this project leads to the development of a multiple model approach to career education in a rural setting.

1. Develop a general model for grades E-9.
2. Develop a career awareness model designed especially for special education students.
3. Develop a career awareness model designed especially for potential drop-outs.
4. Test, evaluate, alter and operationalize the developed models in schools of the region.
5. Evaluate the appropriateness of the models in terms of learner outcomes.
6. Develop and organize in the schools programs that use independent reading to enlarge student career aspirations.

7. Appropriately place the various models in the Region VIII schools and provide the necessary inservice training to those who will be instrumental in implementing the models.

Chester W. Freed, Director, Shepherd College, Shepherdstown, WV 25443

Project DRIVE

Project DRIVE is an ESEA Title III program which provides "Directed Resources in Vocational and Educational Guidance for Elementary Students." The project serves one thousand students in grades one through eight in Roane County, West Virginia, at an average annual cost of $25.00 per pupil.

Two full-time counselors and one aide spend four days a week visiting the seven elementary schools in Roane County. The counselors operate two fully equipped vans to deliver materials and equipment to the schools and the vans are also used to provide individual and small group counseling sessions several hours each week. The counselors work each Friday in a central office evaluating their activities and planning for the next week.

Project DRIVE
Mr. Lonnie Canterbury, Director, P. O. Box 180, Spencer, WV 25386

Career Awareness Program

The Career Awareness Program at Fruth Elementary School was planned by two counselors, Carol Gaujot and Julia Kelly. The program emphasized career awareness to the entire schools enrollment - kindergarten youngsters, those in cerebral palsy class, and first through sixth level students. In their city, a supermarket, hospital, and post office were constructed. The students took field trips to Charleston General Hospital, Carver, and the Garnet Adult Education Center. As a culminating activity, persons representing different occupations came to the school to explain what they do and to let the youngsters try it during a Career Day.

Ms. Carol Gaujot, Counselor, Fruth Elementary School, 509 Lee Street,
Charleston, WV 25301

Lincoln County Exemplary Program

The Lincoln County Exemplary Program in Vocational Education was initiated to integrate a program of total career awareness, guidance, and job placement services throughout grades one through twelve.

The general objectives of the program are:

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work."

Mr. Herbert Holstein, Vocational & Project Director, Lincoln County, P. O.
Box 437, Hamlin, WV 25523

Raleigh County Research and Development Project in Career Education

Raleigh County Research and Development Project in Career Education is implemented in eighteen elementary and three junior high town District schools in Raleigh County, Beckley, West Virginia.

The purpose of the program is to develop in youth an awareness of self, the wide range of options open to each individual and the realities of the world of work. This will be accomplished through creative experiences such as role playing, model building, hands-on activities, field trips, the use of resource persons, participation in group activities, and the use of multi-media materials - all of which will be correlated with content subjects.

Through awareness of occupations, it is intended that pupils will develop decision making skills in order to select those occupations they may be interested in exploring more thoroughly while in school and in pursuing beyond their school years.

This project is funded by the U. S. Office of Education.

Ms. Mary Louise Klaus, Project Director, 105 Adair St., Beckley, WV 25801

Career Orientation Program - Grades K-6
Cass District Elementary Schools
Monongalia County

This program, funded under Part D of the Vocational Education Act of 1963, as amended in 1968, through the cooperation of the State Department of Education, was conceptualized and developed by a committee of guidance directors, teachers, and administrative staff members.

The following set of objectives were developed for this program:

1. The development of positive attitudes regarding (a) responsibility, (b) punctuality, (c) cooperativeness, (d) completing tasks, (e) initiative, (f) curiosity, (g) autonomy, (h) trust, (i) future orientedness, and (j) pride in doing a job well.
2. Present the world of work in a realistic fashion so that common stereotypes of occupations will be eliminated.
3. Familiarize students with the characteristics of jobs in which they express interests.
4. Broaden the occupational horizons of students.
5. Develop awareness of the need for education beyond elementary school.
6. To stress the idea that a variety of skills are required to function effectively in a job situation.
7. Aid students in the discovery of special talents and abilities and increase student self-exploration.
8. Make the occupational information service an integral part of the total school program.
9. Develop student interest in the world of work.
10. Determine the effects vocational choice will have in an individual's life.
11. Aid parents in broadening their scope of knowledge of occupations.
12. Assist parents in evaluating their expectations of their children in relation to ability, interest, and opportunity.
13. Develop the idea concept that there is dignity in all honest work.
14. Develop job awareness with students.

Ms. Sandra Brown, Coordinator, Career Orientation, Cass District Elementary,
Cassville, WV 26257

Project SPARE

Project SPARE (Student Placement Accents Rural Education) is a Title III Guidance Program operating in Clay, Braxton, Calhoun, and Webster Counties of West Virginia. The overall goal of the program is to stimulate the growth of career education in the rural high schools serving this area and thus prove the merit of a placement program to aid the non-college bound student in making a more successful transition from school to a place in the world of work compatible with his measured aptitudes and interests.

The major objectives of Project SPARE are:

1. To provide a more thorough program of student assessment for vocational purposes.
2. To provide a program for vocational orientation and information.
3. To develop a closer school-industry relationship.
4. To provide a placement service and Follow-up evaluation.
5. To disseminate information for public awareness of the need for career development.

Mr. Earl Gainer, Director, Guidance Specialist, Box 280, Glenville, WV 26351

Project GATE

Project GATE is a project in guidance and counseling funded by ESEA Title III.

Project GATE (Guidance Aide Trainee Experience) will provide 8-10 Mullens High students with intensive training and experience in self-awareness, decision making, career exploration, and development.

After nine weeks of intensive training, the students will move into a series of field trips and trial situations. Second semester work will include trainee visits and activities in other Mullens area schools

The project will fill the need for a guidance program for grades kindergarten-nine on self-awareness, career awareness, exploration and development. Project GATE will also compliment the new emphasis on vocational education in Wyoming County, which will be realized with the construction of a new enlarged vocational school on the Twin Falls Road.

Specific objectives of the GATE program are (1) to provide a 10-month high school course in guidance aide training, (2) to provide guidance materials and services to Mullens High feeder schools, and (3) to provide career materials and services to the Mullens area adult community.

As a result of the program, the 8-10 Mullens High trainees will become more self-aware and capable in decision making. They will also develop an understanding of the working and their own characteristics as workers and they will be qualified to offer para-professional guidance services not previously available in Wyoming County.

Jeane R. Roop, Director, 801 Moran Avenue, Mullens, West Virginia 25882

Career Development K-Adult

Career Development K-Adult is an ESEA Title III project whose purpose is to provide an effective and relevant program of career development in grades K through 12 in the Mason County Schools. The overall objectives of the program are as follows:

1. Instituting a program of career development (grades K-adult) as an integral part of the curriculum in all schools of Mason County.
2. As a result of the career development program, students (K-adult) will demonstrate a broader knowledge of career information as determined by pre and post test knowledge of career information.
3. Development of positive regard for work and the world of work in all students, but most specifically in those students at the elementary level.
4. To make the classroom activities more relevant to the real world of the student as demonstrated by increased attendance and demonstrated by increased attendance and decreased dropout rate.
5. To provide a program of placement services for students both in and out of school. This would include placement at part-time jobs during school, and full-time jobs for those out of school; including adults, graduates, those about to graduate and

dropouts. This must be done in cooperation with related agencies such as Employment Security and Vocational Rehabilitation.

The ultimate long range outcomes of such a program is to provide the student with adequate knowledge on work, the world of work and himself in relation to the world of work to enable him to make "wise" career decisions.

William A. Edwards, Director/Coordinator, 8th Street, Point Pleasant, WV 25550

A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency

A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency, is a project that is expected to provide a model for the State of West Virginia, in the establishment of career oriented educational programs on a statewide basis through Regional Education Service Agencies. This project, was funded by the U. S. Office of Education and is being conducted in the Region V, Regional Education Service Area encompassing the counties of Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt, and Wood. The project is headquartered in the Regional Service Area offices located at Parkersburg, West Virginia.

The goal of this project was to establish a career oriented educational program in a seven county area serviced by a Regional Educational Service Agency. The project has provided a career oriented educational program for students enrolled in grades K-12. Project components are: 1) a career awareness program for students in grades K-6, 2) a career orientation program for students enrolled in grades 7-8, 3) a career exploration program for students in grades 9-10, and 4) career preparation program opportunities for students enrolled in grades 11-12. The program has incorporated occupational guidance and counseling services and cooperative work experience programs in some counties with expanded vocational education offerings made available during the course of the project in the three area vocational schools and a community college.

Mr. Ray L. Miller, Project Coordination, Regional Education Service Agency,
1210 Thirteenth Street, Parkersburg, West Virginia 26101

Operation Guidance

Operation Guidance is a systems approach for upgrading career guidance programs. It is in operation at East Bank Senior High School. It is a process by which high schools can design their own programs with minimal or no external assistance to fit the needs of their students based upon available resources. The Operation Guidance product includes all instruments and step-by-step procedures with which each high school can collect information needed for decision making. It also contains guidelines for making these critical decisions. The organization of Operation Guidance is as follows:

The Steering Committee is a standing committee consisting of a counselor, teachers, and students in the school. It is the school's primary management group for their own Operation Guidance.

A task force is an ad hoc committee consisting of faculty/staff members and students. It is organized to accomplish specific tasks, such as collecting information on student needs, and then is disbanded after they complete their assigned task.

The Advisory Committee is a standing committee consisting of representatives of the community and the school, including the Principal and Chairman of the Steering Committee. It provides information on the community and technical assistance, as needed, and serves as a review panel (non-decision making) for the Steering Committee.

The principal, as the chief officer in the school, makes all final decisions concerning the output and outcomes of the school's Operation Guidance. These outputs and outcomes are recommended to him by the Steering Committee. He may also serve as an ex officio (non-voting) member of the Steering Committee.

Ms. Margaret Jones, Field Associate, East Bank Senior High School, East Bank, West Virginia

CAREER EDUCATION
CONSULTING PACKAGE

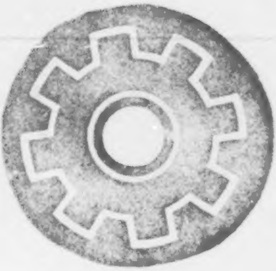
Pack VI

Handouts and Transparencies

CAREER EDUCATION PROJECT
REGION V EDUCATIONAL SERVICE AGENCY
1210 13th Street
Parkersburg, WV 26101

H-10

CAREER EDUCATION TODAY!



RESA

REGION V
REGIONAL EDUCATION SERVICE AGENCY
1210 THIRTEENTH STREET
PARKERSBURG, WEST VIRGINIA 26101
(304) 485-6511

462

WHAT IS CAREER EDUCATION?

The fundamental concept of career education is that all educational experiences should be geared to prepare students for economic independence and an appreciation for the dignity of work.

Career education helps prepare students for a successful life of work by increasing their options for occupational choice and enhancing learning achievement in all subject areas.

GOALS OF CAREER EDUCATION

1. Producing individuals able to understand and relate themselves to their work.

2. Producing individuals motivated toward constructive work.

3. Producing individuals who have had exposure to the world of education and work.

4. Producing individuals able to function in decision making and work adjustment processes.

5. Producing individuals with a background to enter a career or to change the direction of their career if necessary.

6. Producing individuals able to find and engage in meaningful work.

7. Producing individuals who see education as a continuing life process.

8. Producing individuals who contribute to and are rewarded by society.

CAREER AWARENESS
(GRADES K-6)

The educational program for first and second grades all begin with the child's immediate environment and gradually broaden to encompass the larger community in which he lives.

The educational program for grades 3 through 6 is designed to increase occupational horizons from the immediate environment to the larger community. Comparing and contrasting occupations in the immediate area to those found in other communities provide the child with an opportunity to become aware of the encompassing nature of work.

CAREER ORIENTATION
(GRADES 7-8)

The curriculum in grades 7 and 8 is designed to give students broader knowledge of the characteristics of specific clusters within a broad spectrum of occupational families. Youth at this age level have rather specific characteristics which suggest certain needs. For example, they have not had opportunities to explore their capabilities in various areas under a variety of situations; therefore, they need opportunities for self appraisal of their emerging potential, to analyze occupational information for decision making purposes to understand the importance of all types of work, and to learn the educational and occupational requirements of different jobs.

CAREER EXPLORATION
(GRADES 9-10)

The curriculum in grades 9 and 10 is characterized as being exploratory in nature and involves exposure to real work situations, simulation and "hands-on" experiences that are related to specific occupational clusters.

Opportunities will be provided for students to participate in real and simulated work experiences which are systematically arranged to expose students to broad occupational areas. Career games and problem solving exercises will be coupled with group guidance activities to personalize the learning which occurs.

CAREER PREPARATION
(GRADES 11-14)

Career preparation programs will be made available for students in grades 11-14. Such curriculums will be of three types - 1) curriculums which are institutional based and designed to prepare students for initial job entry and/or enrollment in advanced post-secondary occupational programs, 2) curriculums which are community based with work stations in business and industry to provide on-the-job training with related studies in the school setting, 3) curriculums which are designed to prepare students for entry into baccalaureate programs.

Curriculums will be flexible in nature allowing the students freedom to select those which he feels will meet his needs and occupational goals.

INTENSIVE GUIDANCE AND COUNSELING (GRADES 9-14)

Guidance services and activities will be strengthened through the provision of specialized occupational materials and services, particularly for those students at the junior and senior high school levels. Counselors will team with teachers in providing intensified occupational guidance activities and assisting with career orientation and exploration activities.

Job placement services will be provided for all students as the need occurs.

HOW DO I BECOME INVOLVED?

If you need additional information/or assistance, regarding the Career Education Program in Region V, please contact your field coordinator.

FIELD COORDINATORS:

Adaline Cooper: Tyler, Pleasants, and Ritchie
Call Pleasants County Early Childhood Center
Phone: 684-3813

Charles Keefer: Jackson and Roane
Call Arch A. Moore, Jr. Vocational, Technical, and Adult Education Center
Phone: 372-9164 or 927-4299

John C. Lorentz: Wood and Wirt
Call Regional Education Service Agency
Phone: 485-6513

CIPHER IN THE SNOW

By: Jean E. Mizer, Teacher and Counselor
Wood River High School, Hailey, Idaho
Guidance Director
Blaine County, Idaho, Schools

(Reprinted with special permission from the November, 1964, issue of the NEA Journal, which chose the story for the $1,000 first prize in the Teachers' Writing Contest on the theme, "How I met my biggest Challenge as a Teacher.")

It started with tragedy on a biting cold February morning. I was driving behind the Milford Corners bus as I did most snowy mornings on my way to school. It veered and stopped short at the hotel, which it had no business doing, and I was annoyed as I had to come to an unexpected stop. A boy lurched out of the bus, reeled, stumbled, and collapsed on the snowbank at the curb. The bus driver and I reached him at the same moment. His thin, hollow face was white even against the snow.

"He's dead," the driver whispered.

I didn't register for a minute. I glanced quickly at the scared young faces staring down at us from the school bus. "A doctor! Quick! I'll phone from the hotel..."

"No use, I tell you he's dead." The driver looked down at the boy's still form. "He never even said he felt bad," he muttered, just tapped me on the shoulder and said real quiet, 'I'm sorry. I have to get off at the hotel' That's all. Polite and apologizing like."

At school, the giggling, shuffling morning noise quieted as the news went down the halls. I passed a huddle of girls. "Who was it? Who dropped dead on the way to school?" I heard one of them half-whisper.

Don't know his name; some kid from Milford Corners," was the reply.

It was like that in the faculty room and the principal's office. "I'd appreciate your going out to tell the parents," the principal told me. "They haven't a phone and, anyway, somebody from school should go there in person. I'll cover your classes."

"Why me?" I asked. "Wouldn't it be better if you did it?"

"I didn't know the boy," the principal admitted. "And in last year's sophomore personalities column I note that you were listed as his favorite teacher."

I drove through the snow and cold down the bad canyon road to the Evans place and thought about the boy, Cliff Evans. His favorite teacher! I thought. He hasn't spoken two words to me in two years! I could see him in my mind's eye all right, sitting back there in the last seat in my afternoon literature class. He came in the room by himself and left by himself. "Cliff Evans," I muttered to myself, "a boy who never talked. I thought a minute. "A boy who never smiled. I never saw him smile once."

The big ranch kitchen was clean and warm. I blurted out my news somehow. Mrs. Evans reached blindly toward a chair. "He never said anything about bein' ailing."

His step-father snorted. "He ain't said nothin about anything since I moved in here."

Mrs. Evans pushed a pan to the back of the stove and began to untie her apron. "Now hold on," her husband snapped, "I got to have breakfast before I go to town. Nothin' we can do now anyway. If Cliff hadn't been so dumb, he'd have told us he didn't feel good."

After school I sat in the office and stared bleakly at the records spread out before me. I was to close the file and write the obituary for the school paper. The almost bare sheets mocked the effort. Cliff Evans, white, never legally adopted by step-father, five young half-brothers and sisters. These meager strands of information and the list of D grades were all the records had to offer.

Cliff Evans had silently come in the school door in the morning and gone out the school door in the evenings, and that was all. He had never belonged to a club. He had never played on a team. He had never held an office. As far as I could tell, he had never done one happy, noisy kid thing. He had never been anybody at all.

How do you go about making a boy into a zero? The grade school records showed me. The first and second grade teachers' annotations read sweet, shy child, timid but eager. Then the third grade note had opened the attack. Some teacher had written in a good, firm hand, Cliff won't talk. Uncooperative. Slow learner. The other academic sheep had followed with dull; slow witted; low I.Q. They became correct. The boy's I.Q. score in the ninth grade was listed as 83. But his I.Q. in third grade had been 106. The score didn't go under 100 until the seventh grade. Even shy, timid, sweet children have resilience. It takes time to break them.

I stomped to the typewriter and wrote a savage report pointing out what education had done to Cliff Evans. I slapped a copy on the principal's desk and another in the sad, dog-eared file. I banged the typewriter and slammed the file and crashed the door shut, but I didn't feel much better. A little boy kept walking after me, a little boy with a peaked, pale face; a skinny body in faded jeans; and big eyes that had looked and searched for a long time and then had become veiled.

I could guess how many times he'd been chosen last to play sides in a game, how many whispered child conversations had excluded him, how many times he hadn't been asked. I could see and hear the faces and voices that said over and over, "You're dumb. You're dumb. You're a nothing, Cliff Evans."

"CAREER EDUCATION - WHERE ARE WE GOING?"

Dr. Bill Cheshire
Vocational Education
Georgia Southern College
Statesboro, Georgia 30458
912-681-5600, ext. 340, 360

Fall, 1974

"CAREER EDUCATION - WHERE ARE WE GOING?"

The concepts of career development education are not new; they have been with man for centuries. I sincerely believe that it may now be described as a concept whose time has finally arrived.

As you know the basic ideas, techniques, and concepts for career development are based on occupational awareness and experience fused with academic principles, applied with self discovery through the meaningful involvement of all educational components, the family, society, and the world of work. For most of you this is an old story, but as I travel about my state, Georgia, and other states, I find components of career education that seem excellent--but...the problem I find is that I have yet to see a complete comprehensive model in any one school system.

During this presentation I would like to present to you some of the observations our field consultants (Dr. John Scott and Mr. Ed Woodall) and I have observed during the past three to four years as we have struggled to explore, teach, and implement several of the most prevalent components or segments of a comprehensive career education model.

To cover this vast topic I have selected six major items and will review each in turn.

1. Myths and Merits of Career Education
2. A Spark for the Disadvantaged - CVAE
3. Interlocking...Correlation...or Interdisciplinary - Call It What You Will--It Works
4. The Generation Gap in Teacher Education
5. Resources (one example) - Senior Citizens Benefit Career Education
6. Thinking of Bringing Career Education to Your School System?

MYTHS AND MERITS OF CAREER EDUCATION

Career education concepts and procedures are springing up in schools all across the country. Teachers, school administrators, school board members, and parents are faced with many questions and few ready answers. How does a school system choose the right components to begin career education?

Career education can make a vast difference in the curriculum of this nation's average school system. This relatively new emphasis on our educational process seems to have real merit in terms of student motivation and relevance for instruction. Yet many school systems are slow to accept the basic concepts because of misinformation or the lack of expertise on the part of school administrators to implement the components or parts of a career development program.

Academic teachers continue to teach as they were taught in college. Vocational instructors have reservations because of funding procedures and the possible threat to their own programs. Change or evolution is slow in any establishment, government or business, but change in education may be regarded as revolution.

Career education is based on the infusion of career development objectives into comprehensive components for school based programs. The purpose of this redirection is to acquaint students with a wide variety of career opportunities through many of their school experiences and activities. In addition the components deal with family, community, and self development. The idea is to utilize all aspects of the home, the community, and the work environment in making life real and meaningful to the student. This infusion must insure every student an education which integrates academic skills, social development, and job preparation so that after high school his options are open for entering the labor market in a productive career. The student's options will include continuing education in a post secondary school or college. It must provide students with a continuing awareness of educational choices for career planning, which permits one to become fulfilled, productive, and a contributing citizen. Extensive guidance and counseling activities help the student develop self awareness, effective work attitudes and self confidence which are matched with personal interest, aptitudes, and abilities to realistically fuse potential careers. Successful placement into any entry level job or further education is one of the ultimate goals for every student enrolled in a career education program.

Community leaders question change and the cost of implementing career education. Do intelligent school boards, then, sample and test several components of career education before making decisions on this important expenditure? Do they need additional experimentation? NO. Various components of career education are scattered over all parts of the United States. Complete programs of career education are almost non-existent; therefore, school systems may still be buying a pig-in-the-poke, based on wrong information, personal bias, or the high pressure tactics of consultants and commercial educational supply firms.

Here are some of the misconceptions and some practical tips.

Myth 1. Career education will cost more than the school system can afford.

Not likely. Existing career education sites in several states have been in operation, in some cases, for as long as four or five years. These states have experimented and tested many procedures, materials, and other instructional aids; therefore, the wheel need not be invented again. Components and implementation at the elementary level cost almost nothing. Short term summer retraining of teachers is the only basic cost. Project materials raise the cost in the middle schools. High schools, to be truly effective, will need the most in terms of visual aids, equipment, and related aids. The high school needs to incorporate varied models of occupational skill training, and this is expensive. The occupational cluster approach can reduce this cost. Good pre-planning and the hiring of a competent career-oriented administrator at least one year before implementation will save time, cut cost, and wasted energy. Trips of board members, teachers, and administrators to existing successful career education school sites will help along with hiring consultants from "success-proven" state departments and universities involved in career development projects.

Myth 2. Career education is really vocational education renamed.

Not true. Career education is for all students; vocational education is for some students. Many vocational educators are threatened by career education because they refuse or are reluctant to understand what career education really is. They are unhappy about existing funding reallocations. Their approach has been directed toward small specialized classes while career education is all encompassing. One error made by some local systems is to upgrade or hire a vocational instructor to administer career education. The expertise needed for administration is a real grasp of the career education concepts and components interwoven with sound personnel and money management skills. The leadership for career development programs need not come from the ranks of existing vocational education. Vocational education does need to play an exceedingly important role if career education is to be successful. Their contributions lie in occupational skill instruction, occupational information, career guidance, cooperative techniques, community contacts, and their proven accomplishments with individualized instruction, youth clubs, training plans, and on-the-job supervision development.

Myth 3. Career education is really not new; good teachers have been fusing career guidance and information into their disciplines for years.

Partly True. Competent instructors, interested in their students' futures have been relating to jobs and life in all their instruction, but this has been uncoordinated for the most part with the rest of the school, the family, and the community. Career education strives to expand this creativity to all other teachers, counselors, and administrators. The curriculum, if correctly structured, will be a sequence of career development components. One sample model includes: career awareness in the K-6 years; career exploration and experiences including self evaluation in grades 7-8; grades 9-10 includes indepth exploration and training in selected occupational clusters; and grades 11-12 incorporates intensive preparation in a selected occupational cluster. The key here seems to be putting all the pieces (components) together so that it makes sense for both teachers and students.

Myth 4. All of the career education components are too difficult to handle, administer, and implement.

False. Good, soung planning by competent administrators will solve most problems. Leadership should be completely committed and trained to develop a realistic management model before implementation. This model should include all components desired the first year. In the beginning, funds, time, and personnel may dictate a school system's first model. Example: (a) career awareness for grades K-3; (b) hands-on experiences in grade 10, mini-prevocational programs at the 9th and 10th grades; (c) the addition of a program designed for potential dropouts; (d) one more vocational program in the 11th grade; (e) writing a proposal for additional funds; (f) a new co-op program for the high school; (g) a placement office for graduates and dropouts; and (h) a contract with a college to train school personnel for career education components during the summer months.

Myth 5. Our school board and business community would never agree to accept career education.

Absolutely Not True. Experience has taught state departments of education that most community leaders are demanding career education. The reception from boards of education and the community has been tremendous. Truthful leadership and a complete understanding of career development principles will squelch this myth.

Myth 6. Career education will demand complete curriculum revision.

True. For the most part any meaningful change will only come through curriculum revision. If curriculums are valid they require constant revision; therefore, career awareness and occupational skills are easy to insert. Career education should not be taught in a separate class, nor should special days or periods be set aside for career instruction. It must become a regular part of each discipline's content and instruction.

Myth 7. Career education can be incorporated into the existing curriculum by adding or fusing to the existing disciplines.

True. This is a simple approach but most career education leaders feel this is only a partial commitment. Fusion of job information is good, and fusion or correlation of academic knowledge to occupations is even more complete. The most comprehensive approach is interlocking. This interdisciplinary method involves the uniting of academic, vocational, technical, social, political, artistic areas, and all the rest, for all students. Instructional creativity is needed and complete cooperation by all involved is a must.

Myth 8. The teaching guides, software, and equipment will make career education too expensive for our system.

False. The best teacher guides, audio visual aids, student-centered projects, and class activities often come from the classroom teachers themselves. Small workshops, curriculum institutes led by competent teacher educators aided by classroom teachers who have been involved with career education, appears to be one sound approach to curriculum development. Teachers are quick to try materials and activities which they have helped to design.

Myth 9. Career education is for dropouts and the slow learners.

False. Career education concepts and procedures are just as sound for the college bound. Medicine, law, and education can be brought to the students as readily as building construction, practical nursing, and electrical technology. Grouping and block instruction seem to be keys to successful dropout prevention programs especially in the first years of operation. Career education is not designed for any one group of students. Applied correctly it should reach every child, adolescent, or adult enrolled in your educational program.

Myth 10. Moving to career education will cause wide spread teacher retraining and recertification.

False. Four to six weeks of summer training will prepare most teachers for implementation the following year. Intensive follow-up by teacher educators, state staff consultants, and local administrators will insure success. State certification requirements are slow to change in most states and should not present a road block.

Myth 11. New teachers graduating from colleges and universities are preared to teach with career education competencies.

False. Very few teacher education programs are incorporating the concepts, procedures, and content revisions needed. Pressures need to be applied to all teacher preparation institutions by local school systems and state department personnel. Many teachers are prepared in the most traditional manner. Many college professors, like their counterparts in the public schools, have never worked in business, or industry; therefore, they find great difficulty in relating to the real world of work.

Myth 12. Career education should be taught and administered by the guidance counselors.

No. Again, most lack knowledge of the real working world as it exists today. Their contribution lies in personal counseling, student self understanding, processing career information literature, operating job placement centers, and assisting classroom teachers with contacts for field trips and guests for classroom activities from business, government, industry, and community.

Myth 13. Career education can solve some of society's ills through existing educational processes.

Maybe. If the schools are prepared to utilize the entire community and the community, in turn, is honestly committed to working with the school. Family involvement, cooperative agreements with business and industry, and a meaningful exchange between teachers and the real world is just the beginning. These techniques and lines of communication are extremely difficult to establish because both camps have reservations and believe they know all about the other. Career education is attempting to remove much of the educational process from the walls surrounding what we know as school and placing this process within the home, work world and community.

Myth 14. Career education is just another "hot item;" it will be gone in five years.

Possible. The U.S. Office of Education has placed a high priority and considerable funds behind this effort. Several states have already made career education a common term and are moving to establish career development components in all schools. At the present time much of the funds supporting career education come from vocational education, and this fact does not represent the across-the-board foundation needed. Some programs in existence are not up-to-par; they appear to be vocational programs "warmed over."

In summary, the message is...stay loose and move with purpose. Speed can cause misunderstanding and ill will. Examine and establish only those components, or parts, which have commitment from the administration and teachers. Realize success and then move to implement more components. Above all, develop a comprehensive management model, train the instructional staff to be involved and plan for intensive follow-up with time set aside for idea exchange sessions. Demand answers from state department consultants and from teacher educators. Seek realistic funding sources and budget carefully for each component. Finally, plan an effective system to evaluate the progress and success of teachers and students.

A SPARK FOR THE DISADVANTAGED - COOPERATIVE EDUCATION

Cooperative education programs have been around a long time. Disadvantaged students have been around longer. Vocational education has used the cooperative method of instruction successfully for over fifty years. As vocational educators fought to receive respectability in this nation's educational process, some abandoned the disadvantaged student and designed curriculums and programs for the students that were not headed for college but held successful potential because the criteria for acceptance was based on at least an 11th grade academic level, beyond the age most students drop out of school. These two factors guaranteed motivated students headed for graduation and a job. No one can dispute the value or proven success of cooperative programs, yet some educators feel these students would be successful with or without the cooperative program.

What are the key factors necessary for the success of a cooperative program designed to serve the disadvantaged student? School administrators, state department consultants and teacher educators identify the following four factors:

1. A committed school administration - Each school operating a cooperative program needs the full cooperation and support of the principal, or other administrative head, to insure a complete program with all components in operation.

2. A well trained teacher-coordinator - All cooperative program coordinators need specialized training to become competent in each of the following responsibilities: (a) instruction, (b) coordination, (c) guidance, (d) operation and administration, and (e) public relations.

3. Flexibility with Grouping or Blocking - Experience has proven that students with severe disadvantages progress with more success when blocked for units of instruction. Instructors seem to feel more individual attention can be given when students are grouped. Some school systems believe that segregation by sex adds to program effectiveness.

4. A Creative Team of Teachers - With the coordinator serving as team leader the principal will appoint a team of academic and vocational teachers, committed to the program, to serve their students through an interlocking or interdisciplinary approach. Each team can effectively serve 40-60 students. A model six-member team would include instructors from English, math, science, industrial arts, home economics and the cooperative coordinator.

With these four ingredients a school system can begin to operate with specific objectives and intent.

As the program is planned, established, and begins to grow the coordinator and team need to be aware of selected criteria which will prove to be the foundation for continued success and operation. The schematic diagram presents each of these factors.

Years of experience with cooperative programs have given educators certain criteria which seem to be necessary for success at the community level. The coordinator must become a part of the community with strong support from local business and industry. Career education concepts stress the need for self awareness and family involvement with a realistic approach to the real world of work. Cooperative coordinators through the years have built their programs on these principles. In fact, many feel that cooperative programs were the real forerunners of career education. As the diagram indicates, all of the techniques and processes used successfully through the years are vital to the establishment of a cooperative program for the disadvantaged student.

The major contribution from career education places a new emphasis on family involvement, the interlocking approach whereby academic and vocational teachers work together as a team presenting subject matter content, joining together disciplines.

An interdisciplinary team can bring the real world of business to the student and at the same time show life as it really exists in our free democratic society. A competent coordinator, a creative team of instructors, a committed administration with flexible grouping can present the school with a viable tool ready to stop the potential dropout and challenge the turned-off student with a total educational concept that is real, current and relevant because all the components are sound and functioning with purpose.

Americans have been noted for trying new things because they didn't know they wouldn't work. But the whole interlocking sequence of American progress and invention was based on a willingness to try the new and discard the old. Interlocking academic subject matter with occupational awareness and skills just makes good sense. This same approach may be used in the 1970's to move career education in America.

INTERLOCKING...CORRELATION...OR INTERDISCIPLINARY

CALL IT WHAT YOU WILL--IT WORKS!

The Office of Education, HEW, states, "The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work."[1] The fundamentals of career education are proving successful but implementation is an extremely difficult task.

One technique of making career education a meaningful process for students is through a series of interdisciplinary activities sometimes referred to as correlation or interlocking. Like a well-oiled and geared machine, the process of interlocking is beautiful as it turns on the mind of the unmotivated teenager.

The State of Georgia has been successful in directing its efforts toward the establishment of interdisciplinary career development processes and concepts at both the junior high and senior high school levels. Within three years Georgia has opened approximately 120 CVAE (Coordinated Vocational Academic Education) programs, encouraging each school involved to utilize interlocking processes through the blocking of students identified as disadvantaged by their local school systems. In the junior high 45-60 students are blocked (see Figure 1) to provide concrete simulations and bridge the gap from academic theories to realistic projects and hands-on experiences. Many students are too young to work in cooperative training experiences off-campus, therefore, on-campus training sites are provided by the school. Examples of on-campus sites include the library, school bookstore, cafeteria, and gym. Student trainees are placed by a coordinator and supervised by a teacher in jobs as tutors to elementary students, teachers' aides, and office assistants.

---

[1] Career Education, Office of Education, U.S. Department of Health, Education, and Welfare, DHEW Pub.No. (OE)72-39. U.S. Government Printing Office, Wash. D.C.

Periods	1	2	3	4	5	6
15 Boys	Math	Communication Skills	Work Experience (in school)	Industrial Arts	Elective	Community Work Experience or CVAE

——— Coordination Periods ——— (Periods 4–6)

	1	2	3	4	5	6
15 Girls	Home Economics	Math	Communication Skills	CVAE	Elective or Work Experience (in school)	Work Experience (in school or in the community)

——— Coordination Periods ——— (Periods 4–6)

	1	2	3	4	5	6
15 Boys	CVAE	Work Experience (in school)	Math	Communication Skills	Elective or Work Experience (in school)	Industrial Arts

——— Coordination Periods ——— (Periods 1–2)

Figure 1

Junior High Design for Students Working on the School Campus

479

480

What do the terms interlocking or interdisciplinary mean and what implications do they have for career education? The terms are beginning to be used interchangeably. Simply stated they mean "putting it all together" for the students so that facts, knowledge, and discipline (subject matter) make sense. It means joining academic material with vocational skills, but it means even more. It means math joined with science to explain a physical reaction or experiment; it means joining English with music and industrial arts to bring a musical production to life; and it means bringing together the appropriate subjects, from all sections of the school, the community, the family, and the world of work so that the educational process will become realistic and meaningful for each student.

It's a rewarding experience to observe an educationally disadvantaged and almost illiterate student assisting a second or third grader with a reading assignment. Both student and tutor are motivated. The older student practices long and hard before facing his pupil.

Whenever possible the academic curriculum is interlocked with home economics or industrial arts. Laboratory experiences provide the stimulation for understanding "how" a student puts into practice new knowledge just learned. Simply written training plans are suggested and the teacher-coordinator visits the student and supervisor approximately once per week (see Figure 2).

Recently a program in Macon, Georgia designed a series of interlocking projects, and the outcome produced a room of miniature cardboard furniture which was subsequently donated to a day care center. The idea developed in math, spread to the communications class and became a reality in industrial arts. In English students wrote letters for materials and made oral reports as the project progressed. In math the students were exposed to the mathematical skills needed to construct the furniture. In the CVAE class the students discussed uses for the furniture and made arrangements to make the furniture available to needy children.

Interlocking may be designed in many forms and models. One visit to the CVAE program

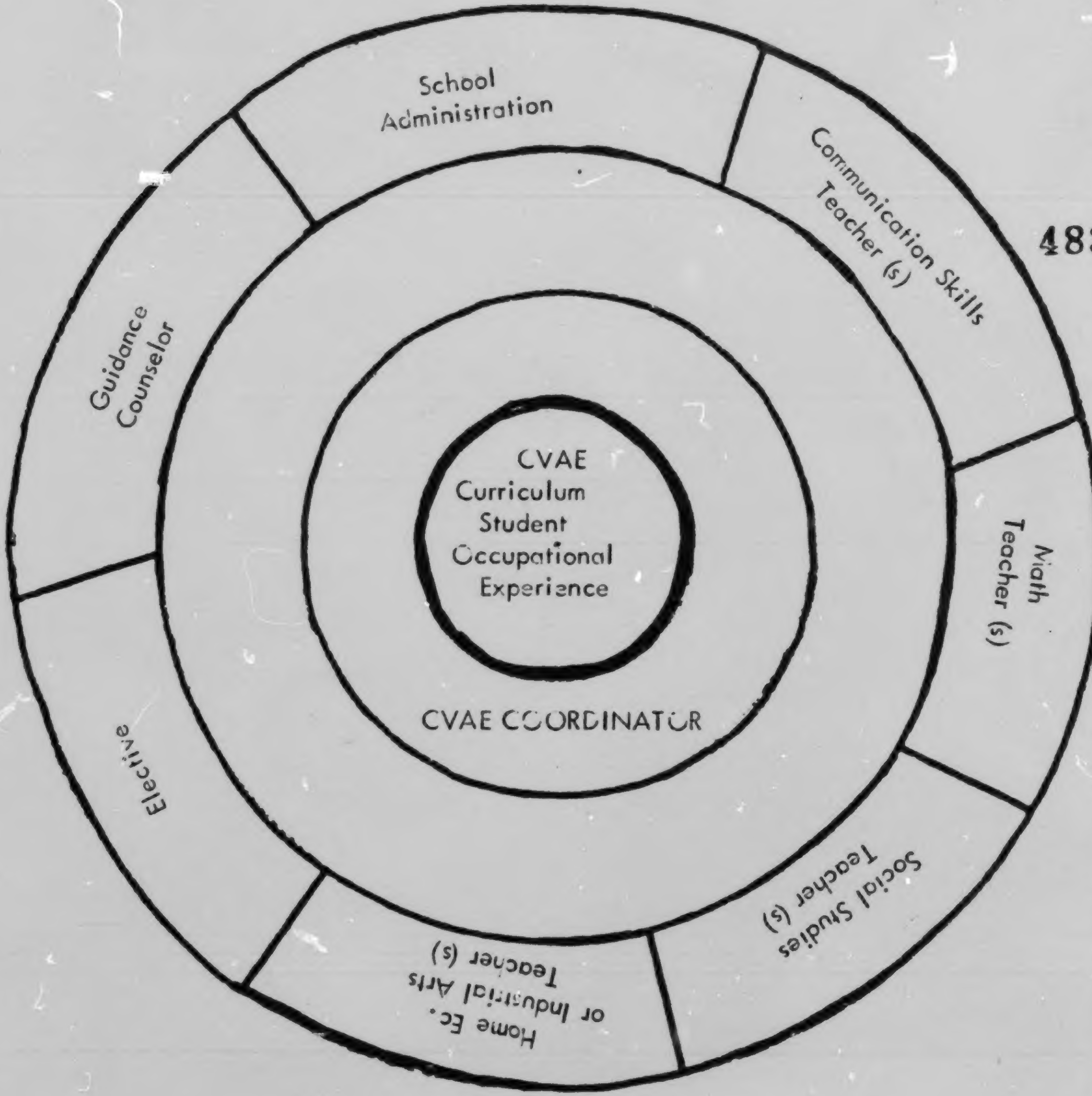

School Administration
Communication Skills Teacher (s)
Math Teacher (s)
Social Studies Teacher (s)
Home Ec. or Industrial Arts Teacher (s)
Elective
Guidance Counselor
CVAE COORDINATOR
CVAE Curriculum Student Occupational Experience

Figure 2

482
483

of Mrs. Mary E. Salter in Laurens County, Georgia will demonstrate the value of the interdisciplinary learning process. All students enrolled in this CVAE program are undoubtedly disadvantaged. Many cannot read, writing is a struggle, more than half are two to three years behind in their schooling, and ready to quit school. Let's visit first with the fifteen boys in industrial arts studying automobile engines, utilizing assembly line procedures. In three months they have field stripped seven different types of engines.

During science class the boys are investigating the viscosity of engine oils; the previous week they collected sample brands by scavenging used oil cans from neighborhood garages. Their research involves additives, types, weights, and the purpose of motor oil. Next period the students move to their communications skills laboratory. This day found them in the typewriting room learning to spell as they composed letters requesting tours to the Ford and General Motors assembly plants in Atlanta, and the Macon Area Vocational Technical School. During this time span the typing teacher and the English teacher were teaming with the math instructor. The math class invited a local auto mechanic to answer questions and discuss career opportunities. Using resource materials students investigate biographies of auto inventors, define terms, view films, and learn to use such terms as crankcase, piston, gasket, and carburetor working from newspapers, technical manuals and auto magazines. The math period found the young men back in the industrial arts laboratory. Disassembled engines gave the English and mathematics instructors real teaching aids to explore tolerance, ratio, combustion, calibration and displacement. Mrs. Salter, acting as team leader, helped to plan these experiences during their regular weekly planning session. During her own class period she was conducting a model car engine contest. Cash prizes were awarded to the students building the best model engines as judged by auto dealers from the city of Dublin. In the CVAE classroom, other students were reviewing career occupational kits. The film, "The Motor Mechanic," was shown and discussed. Class discussions center around the auto industry, job requirements, personal aptitudes, salaries, and working conditions.

Some educators feel that students should not be blocked for all classes. Students need exposure to the mainstream of their school including physical education, homeroom, music, and art. Some schools provide additional time by not blocking for electives.

This example of interlocking involved teachers from the disciplines of English, math, science, business education and industrial arts, in addition to the teacher-coordinator. Projects and related activities involved a substantial amount of planning and effort on the part of all team members. Some projects will not lend themselves to team involvement; therefore, whatever needs to be interlocked or taught separately must be decided on by the team in regular planning sessions. Some projects may only include two teachers. The teachers and coordinators are quick to point out the need for planning and flexibility, and the ability to evaluate, then change the learning activity maybe right in the middle of the stream. Individual student interest spans range from 10-20 minutes; therefore, several projects may be underway during the same period. Team teacher meetings center around two basic topics: a discussion of the individual students involved and the progress of the current projects.

Teachers involved stress the need for planning, cooperation, and the ability to restructure the curriculum. Students express their interest by several means: positive student participation, improved attendance, better grades, and a change in attitude. When questioned they will respond with something like, "This is the first year anybody ever cared about me."

For students old enough to work in a cooperative arrangement with business or industry, interlocking can make additional contributions to the education of the disadvantaged or slow learner. When the student is ready, he is placed in a training station under the watchful eye of a training sponsor. The training sponsor is a regular employee of the firm competent in his job and interested in young people. The coordinator must now rely on the advantages of blocking, interlocking, and contract instruction to make the team approach meaningful for the trainee (see Figure 3).

Utilizing a training plan for each trainee, the coordinator, the employer, and each academic team teacher can be kept abreast of each training assignment in the classroom and on-the-job. The coordinator is provided with the necessary time and travel expenses to visit each student approximately every two weeks. He keeps the employer, sponsor and the team of teachers up-to-date on the student's progress and/or problems.

Figure 3 shows one model of the interlocking process with students blocked for their related academic instruction. Two periods are provided for laboratory work in the school or released time for on-the-job instruction. In localities where training stations are unavailable, students are provided with experiences in local vocational-technical schools.

The interlocking process requires the teacher-coordinator to be well trained in his role. Figure 4 presents some of the many duties and responsibilities of the coordinator. A statewide review of operations would seem to indicate that success is based on four prime factors: (1) the complete cooperation and encouragement of the school principal; (2) a commitment by a group of energetic teachers willing to set aside at least one period per week to evaluate individual student progress and to plan interlocked projects for the future; (3) a well trained teacher-coordinator; and (4) some degree of flexible scheduling, blocking, or semi-blocking.

In summary, interlocking will work effectively and the student can see the relevance of learning experiences when he becomes a part of each activity. A statewide follow-up study of every fifth child enrolled in CVAE, after one year, indicated that students enrolled in schools with the four components described above, with 286 student respondents reporting, improved their school attendance by 1,358 days or an average of 4.75 days.

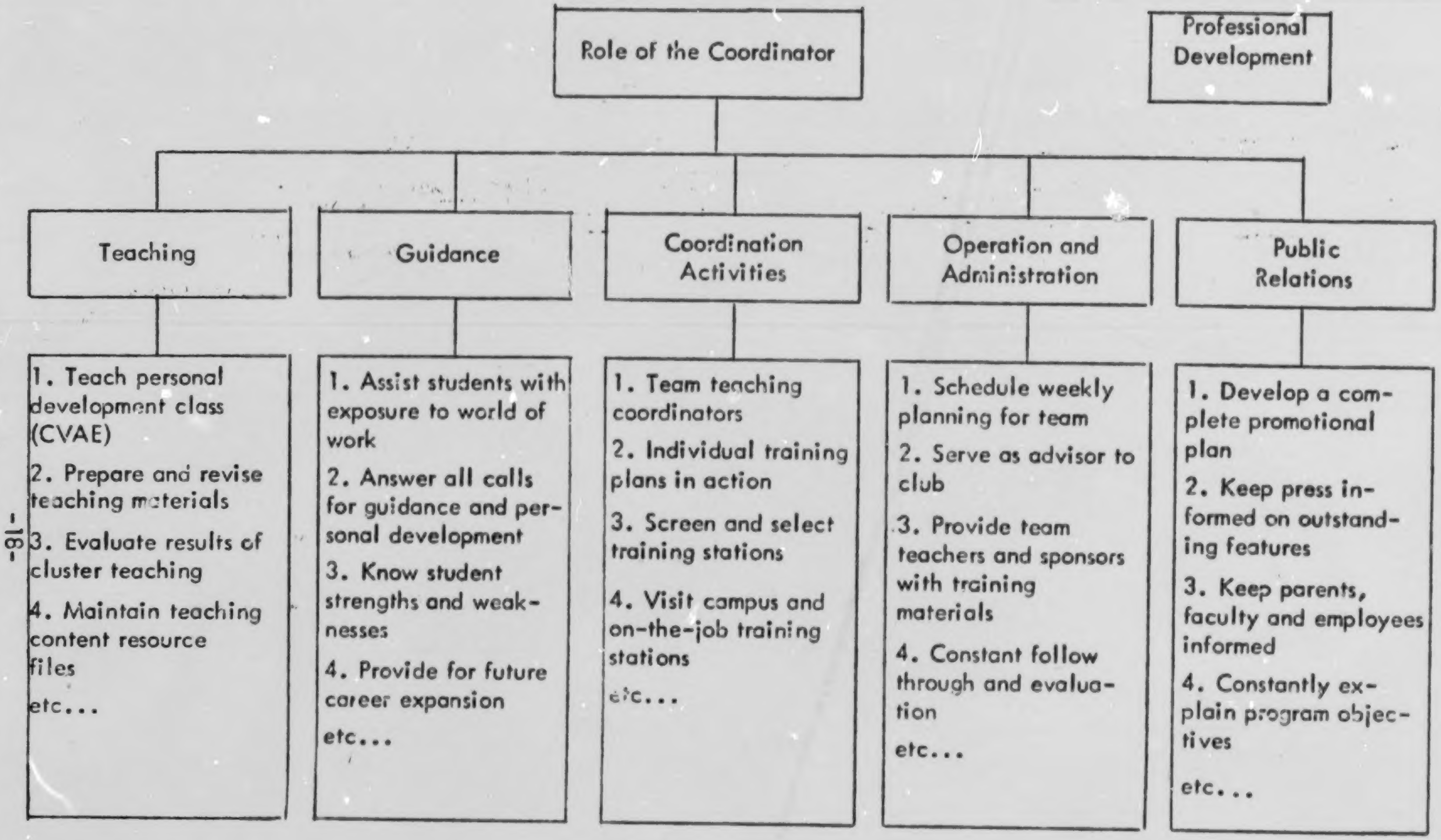
Grades were improved also. English and the overall grade point average each increased .77 on a grade letter four point scale. Both math and science increased by .76, or 3/4 of a letter grade. In reality, their 1969-70 grades improved from approximately a "d-" to a "c-"

Period	1	2	3		4	5	6
15 Boys	CVAE	Communication Skills	Science	Lunch	Math	Community Work Experience Industrial Arts	
15 Girls	Math	Science	CVAE	Lunch	Communication Skills	Community Work Experience Home Economics	
15 Boys	Community Work Experience		Math	Lunch	CVAE	Science	Communication Skills

Figure 3
Senior High School Students Working
In Community On-The-Job and In The School

487

488



Role of the Coordinator

Professional Development

Teaching

1. Teach personal development class (CVAE)
2. Prepare and revise teaching materials
3. Evaluate results of cluster teaching
4. Maintain teaching content resource files

etc...

Guidance

1. Assist students with exposure to world of work
2. Answer all calls for guidance and personal development
3. Know student strengths and weaknesses
4. Provide for future career expansion

etc...

Coordination Activities

1. Team teaching coordinators
2. Individual training plans in action
3. Screen and select training stations
4. Visit campus and on-the-job training stations

etc...

Operation and Administration

1. Schedule weekly planning for team
2. Serve as advisor to club
3. Provide team teachers and sponsors with training materials
4. Constant follow through and evaluation

etc...

Public Relations

1. Develop a complete promotional plan
2. Keep press informed on outstanding features
3. Keep parents, faculty and employees informed
4. Constantly explain program objectives

etc...

Figure 4

Duties and Responsibilities of the Coordinator in their 1970-71 school year.

Where do these students go after one or two years of concentrated interlocking? The main objective is to change their attitudes about school and provide for several avenues. One alternative is to move into a traditional cooperative program. Other students may elect specialized vocational training; some may select other clusters within a career education model; and some may need additional close supervision within an advanced interlocking team program.

In March of 1972 at the request of the State Supervisor of CVAE, each teacher-coordinator assigned each student the task of writing a paragraph entitled, "What CVAE Means to Me." One example is presented below exactly as written.

Dear Sir

What CVAE Meant to me

CVAE meat a lot to me from the very frist day we start in this special program. I like the time we take in it and the place we go to, and the class I go to all are whow very speai' care and they all way will. It could help a lot of children it could help you lean more about your self and most of all is could change your altitude. Being in the program has improve my work and grades, and that just how much CVAE meat to me

Your Furley

THE GENERATION GAP IN TEACHER EDUCATION

If one generation of teachers owes anything to the future, it is the understanding, wisdom, perception, and compassion it should have received from the generation that preceded it. Too often, new teachers and student teachers criticize their teachers and teacher educators for dull classes, yellowed, and worn out lesson plans and unmotivating teaching techniques, yet within a year or two they are walking in the same path and their students are just as critical. Why must this be? Why don't we learn from the mistakes of our own unfortunate experiences as students in an outdated educational process?

Teacher educators observe an endless number of student teachers copying the traits, techniques and even the personal mannerisms of their college professors. Would a generation gap benefit the process of preparing teachers? Would it be unhealthy if there were no generation gap? Most American educators are proud of our educational freedoms and heritage. The American educational system has created a model for the world. But just as with families, children leave home and begin to find their way in the world -- young aspiring teachers must leave their colleges and universities and experience teaching on their own. Why then do we have a problem? Four problems are submitted with proposed solutions.

Problem 1 - Being human, student teachers are exposed to years of poor teaching by college professors. Their experiences are subsequently reflected in their own performance once they are on-the-job.

Solution - College teaching should be upgraded by in-service workshops, training institutes, and exchange programs with business, government agencies, educational institutions, and industry. Outstanding teaching should be rewarded by salary increases and promotions. Quality instruction must take precedence over publishing and research.

Problem 2 - Too many universities and colleges offer student teaching during the senior year with few alternatives.

Solution - College students expressing an interest in a teaching profession should be assigned to a variety of public and private in-school experiences all during their college years, for example:

Freshman Year - Career orientation to the profession, tours, and hands-on experiences with several school sites at different levels (elementary, junior high, senior high, vocational-technical schools, industrial training sites, and community colleges).

Sophomore Year - (A) Selection of curriculum areas for indepth exploration. At least one internship with a school system assisting teacher aides, learning administrative skills, posting records, and assisting classroom teachers with instructional material and out-of-class activities. (B) Occupational experiences to strengthen a career development approach to selected disciplines.

Junior Year - (A) Student teaching for a short segment of time under close supervision. Advanced experiences with youth clubs, community activities, adult education programs, and private learning laboratories. (B) Directed occupational experiences to support related clusters of career education. (C) In-school (on-site) college courses whenever possible.

Senior Year - A university-directed program offering the opportunity to teach in more than one school, utilizing the latest techniques. Whenever possible the college students would take an active role in a variety of experiences, for example: adult classes remedial reading laboratories and community college cooperative programs.

Problem 3 - Separation of academic and vocational education.

Solution - A realistic team approach, utilizing the very best of both, relevant to student needs. The curriculum must be changed - both vocational and academic. Interlocking of projects, curriculum, techniques, and a professional commitment by educators to make a meaningful change.

Problem 4 - Students at all levels are bored with unmotivated teachers and poor teaching techniques.

Solution - Pay teachers what they are worth in terms of performance and professional service. Local school boards should work cooperatively with colleges and universities to provide continuous in-service programs to keep classroom teachers on their toes and up-to-date in subject content and methods of instruction. This would include occupational experiences with private enterprise and government coordinated with scheduled returns to colleges for continued upgrading. School administrators, counselors, and school board personnel should be required to participate along with classroom teachers.

We have a generation gap; we always will, and we should. We need to profit and learn from one generation to another, but we also must allow for new incentives, new student interests and values molded with teacher creativity to meet the individual needs of each student at exactly the correct moment in time and place.

College and university deans need to direct their department heads to join forces for an interdisciplinary approach to instruction. Universities are more departmentalized than secondary schools. College faculty members have very little contact with their colleagues in other schools and departments. Each college dean should be committed to total staff development. This fact should be reflected in his budget. College teacher educators need to be teamed with public school faculties for career exploration and sequencing of instruction. High school career education activities and concepts should lead realistically to college experiences, projects, and challenges.

Dynamic change will come about in teacher education, and the pressure to change may come from students who seem more open, concerned, and ready to challenge the establishment. Would it not be more appropriate and realistic to accept the generation gap, identify the specific weakness in teacher preparation, and then move with progressive programs that challenge students and motivate prospective teachers through innovative, exciting activities geared for the real world of education?

SENIOR CITIZENS BENEFIT CAREER EDUCATION

Most parents and teachers today will readily admit that a generation gap exists between young people and their parents. Grandparents, on the other hand, have for the most part received unlimited respect from their grandchildren. In fact, there seems to be a magical communications link fusing the interests and words of each toward a common ground for conversation and understanding, thereby allowing most older adults to communicate with ease to searching youngsters.

As the concepts of career development spread into the curriculum of our schools we need to use every resource available to implement each phase and make the learning process as meaningful and relevant as possible. Why not use this "magic touch" held by our senior citizens? Not only do they hold a proven communications channel, they possess a wealth of occupational knowledge, travel experiences, and career insight interwoven with patience, understanding, and the strength needed to overcome the credibility gap and distrust of young people toward adults. Senior citizens can benefit the implementation of every basic career education concept, if used wisely. Let's examine some of the ways older adults can lend their expertise to career development concepts.

Career Decision Making and Planning

Decision making and planning is a logical process when viewed through the eyes of older persons, yet teenagers struggle because the process is new and may seem impossible. Being older may also mean wisdom in terms of singling out specific alternatives and making a choice. Avoiding outside pressure by inwardly understanding one's self develops wise decision making skills based on self-determined career choices. Youth and older adults can seek these answers together because one has already been there and the other may need a helping hand to begin the journey.

A Reason for Learning

When a local school system develops a process whereby senior citizens assist guidance counselors, they are tapping an extremely talented resource. Older Americans are "chocked full" of wise counsel, mixed with wisdom, that for most comes only with years of realistic experience in the world of work. Material things change; technology leads to new processes and procedures, but how much do people really change? Very little. One must learn, or be educated to succeed in our complex society and work environment. Older persons may assist with on-the-job advisement and serve as counselors in placement offices and follow-up after placement is a natural for adult businessmen who know the community and have unlimited contacts.

Resource Persons

One great American system, for some unknown reason, feels that most adults should retire in their 50's and 60's. For many this is the prime of their life. Therefore, they feel left out, burned-out, and unimportant. Why not re-light their torch with meaningful utilization in career development where they can serve as resource specialists to counselors, vocational instructors, administrators and classroom teachers.

Many academic teachers have never worked in business and industry. The SCCS (Senior Citizen Career Specialist) can bring related career activities and games to life in an active on-going curriculum with personal experiences, job skills, occupational know-how, and by using work terms that mean something to students in relation to the real world.

Interdisciplinary or Interlocking

As teams of teachers plan together to correlate vocational and academic education, SCCS helps with applied learning. They can assist with student projects and learning activities designed around individual student career objectives. This approach allows for teams of teachers to plan and work together with teams of SCCS's. The student benefits.

The school is left out of most community action, therefore, the SCCS can help students to see a need and reason for acquiring knowledge and occupational skills in order to reach their tentative or real career goals. Students need a saleable skill to present to prospective employers.

Individualized Instruction

Pam, a ninth grader, was assigned a project dealing with railroads. Through a friend she obtained the name of a retired railroad engineer with 40 years of experience. She telephoned the old gentleman and was invited to his home for a visit. Pam came away, ready for her report, loaded down with pictures, literature, books, and a wealth of notes including human interest stories covering 40 years of railroad history from the steam ironhorse to modern diesels. His wife fed Pam cookies and personal side stories about their large family and how their lives and community had changed through the years because of the railroad. This simple case indicates the importance of involving our senior citizens with the concepts of career development.

Elementary School

During the early years, SCCS's play an important role as the child begins to learn about himself. We only need to think back to our childhood and the many happy experiences, activities, and heart-to-heart talks with our grandparents. These can help the child become aware of himself, the working world around him, and the all important values and attitudes about himself that will follow him to adulthood. The SCCS can lend a strong hand as together, through stories, visits, field trips, and role playing, they discover new talents and interests in the environment we all share.

Junior High

At this age level youngsters are eager to explore. These are molding years, searching years. They seek independence and yet are reluctant to take the first steps. A team of

SCCS's gives a new opportunity to the junior high student by providing a path to meaningful adult roles. This is a time for field trips, with SCCS's, to explore and discover the real world of work. Hand-in-hand they visit the world. One already knows the way.

Senior High School

This is a time for decision. Research projects, growing and changing values, life styles, and skill training present new challenges to the SCCS. Each student must leave school not just educated, but educated for something - college, work, tech school, the military, homemaking, or life. The SCCS, with proper training, assists educators as they prepare their young adults to face the world. They serve as laboratory technicians to vocational and academic instructors. They serve the counselor in group dynamic sessions and the youth club sponsor as a consultant on music, art, chess, drama, conservation, ecology, foreign travel, and sociology.

Learning together the two generations find relevancy in learning. When a young sophomore asks why must he learn to diagram a sentence - I'll never need this - the SCCS who once was the local D.A. explains how lawyers must be able to diagram long sentences every day. Senior high is a time to ask "why" and get a meaningful answer.

Summary

Community leaders must become actively engaged with the schools in all areas of career development. Older citizens have the time and the energy to make themselves and community action groups available.

SCCS's know what they needed to succeed in their world and what they did not have, and therefore, had to reach out for. School administrators would be wise to listen to their counsel. When a person retires in America, he or she has not quit - society has quit them. We must tap this energy source and seek out the knowledge, patience, and wisdom with which they explored the unknown waters, the dark places, and the land across the mountains. We need to reach out - and take their hands.

THINKING OF BRINGING CAREER EDUCATION TO YOUR SCHOOL SYSTEM

Many local boards of education and school administrators are hearing about career education, but with all the existing priorities and problems they have reservations about taking on anything new. If your local school system is contemplating career education, these suggestions may prove helpful.

Get the Facts

The various concepts of career education are not new, but many of the components of career development revolve around basic educational processes, success-proven with a new diversion...in the last two or three years. Progressive school systems recognize the impact that career education can have on their schools and their community. Therefore, it will benefit your board to find out exactly what career education is, how it works, what it will cost, and what components of career education are working successfully in neighboring communities. Invite a career education teacher and a school administrator to speak before your school board. Encourage local community and business leaders to question them regarding the basic concepts of career education including which components could realistically be added to your total school program within the next year. Secure curriculum guides from national or state models and visit nearby sites recommended by your speakers or your state department of education career education consultants.

Look into the Cost

As you consider which components of career education (examples: elementary self awareness, grades 1-3, comprehensive mini-prevocational clusters, job placement centers, etc.) you would like to implement, first secure budgets from established programs. Most educators agree that implementation at the elementary 1-6 grades is least expensive. This component or phase can be instituted with only a two week curriculum for elementary teachers.

Hire a Leader

School systems have found it wise to hire a career development specialist at least 12 months prior to the establishment of any career education component. This allows for sound planning, budget preparation, re-training of personnel, collection of materials, aids and equipment, and re-structuring of the curriculum. The career education specialist should hold orientation sessions with board members, school board staff, principals, curriculum directors, and guidance counselors. He should visit as many sites as possible to collect ideas, concepts, and materials that have proven successful. This will save time and money - it will prevent the system from re-inventing the wheel. He should also meet with state department of education personnel and college officials to secure funding, plan for teacher training, and design follow-up activities for all personnel involved. Attendance at national, regional, and state career education conference will advance his thinking and keep him up-to-date on policy, funding and national trends.

Develop a Management Model

With the help of state department of education consultants, it will prove wise to design a local management guide for administering the career education components. Administration policies should be coordinated through existing channels; however, new concepts for instruction, released time, travel arrangements, team teacher meetings, job placement center operations, and faculty involvement with business, government agencies, and industry will demand new management objectives, procedures and evaluation instruments.

Key administrators, counselors, and vocational leaders should plan for a five day retreat or workshop to review the various components which will make up the career education program the first year. After a review of the students and teachers involved, a 12 month management plan should be designed around the school's calendar of events with new career development activities inserted. Advisory committee members may be invited to attend selected planning sessions.

Contract for Teacher Re-Training

One of the first items the management model should include is teacher retraining or upgrading. Secure the services of an educational consultant or approach a career education center at a teacher training college or university. Plan summer workshops and short institutes including a meaningful series of follow-up activities for at least 10 months after the initial instruction. Plan for the preparation of curriculum guides, the establishment of a resource center for your teachers and a system for exchanging ideas and materials that prove successful at the classroom level. If cost factors are prohibitive, select only one teacher from each grade level for intensive re-training. This teacher can return to the school as a teacher-trainer or grade-level-leader to assist others with the implementation of career education. Training of teachers may follow several patterns. Check to be sure your teachers will receive practical and realistic techniques and materials that are classroom ready and appropriate for your community.

Involve the Total Community

Career education, to be successful, must utilize the entire community. Selected community, industrial, and business leaders should be involved from the early planning stages. Vocational education personnel can assist by naming local leaders with intensive interests in the practical needs of students. Parents and students should be included on planning, steering, and advisory committees. Do not overlook a cross section of the community; include minority groups, civic organizations, and the informal power structure. Include all of these at the appropriate time to review your managemend model. Secure commitments and assign responsible citizens to selected tasks. This involvement will bring about responsibility, purpose, and the total local support needed for successful innovate change.

Built-in Evaluation Procedures

Step-by-step evaluation procedures should be built into each phase of the management model. Some models indicate a three man evaluation team appointed by the school superintendent responsible for both formal and "spot" evaluation visits to career components in operation and teacher training workshops. Additional feed back is necessary from the business community, parents, minority groups, and most importantly students. Students should be included at all levels, from school board decisions to job placement services. The utilization of third party teams for evaluation is questionable due to cost and the real need for a locally designed and operated series of activities. Regardless of the evaluation procedure used, it needs to be well planned and scheduled in the total calendar. When problems or weaknesses are identified, steps must be taken to move with meaningful alternatives.

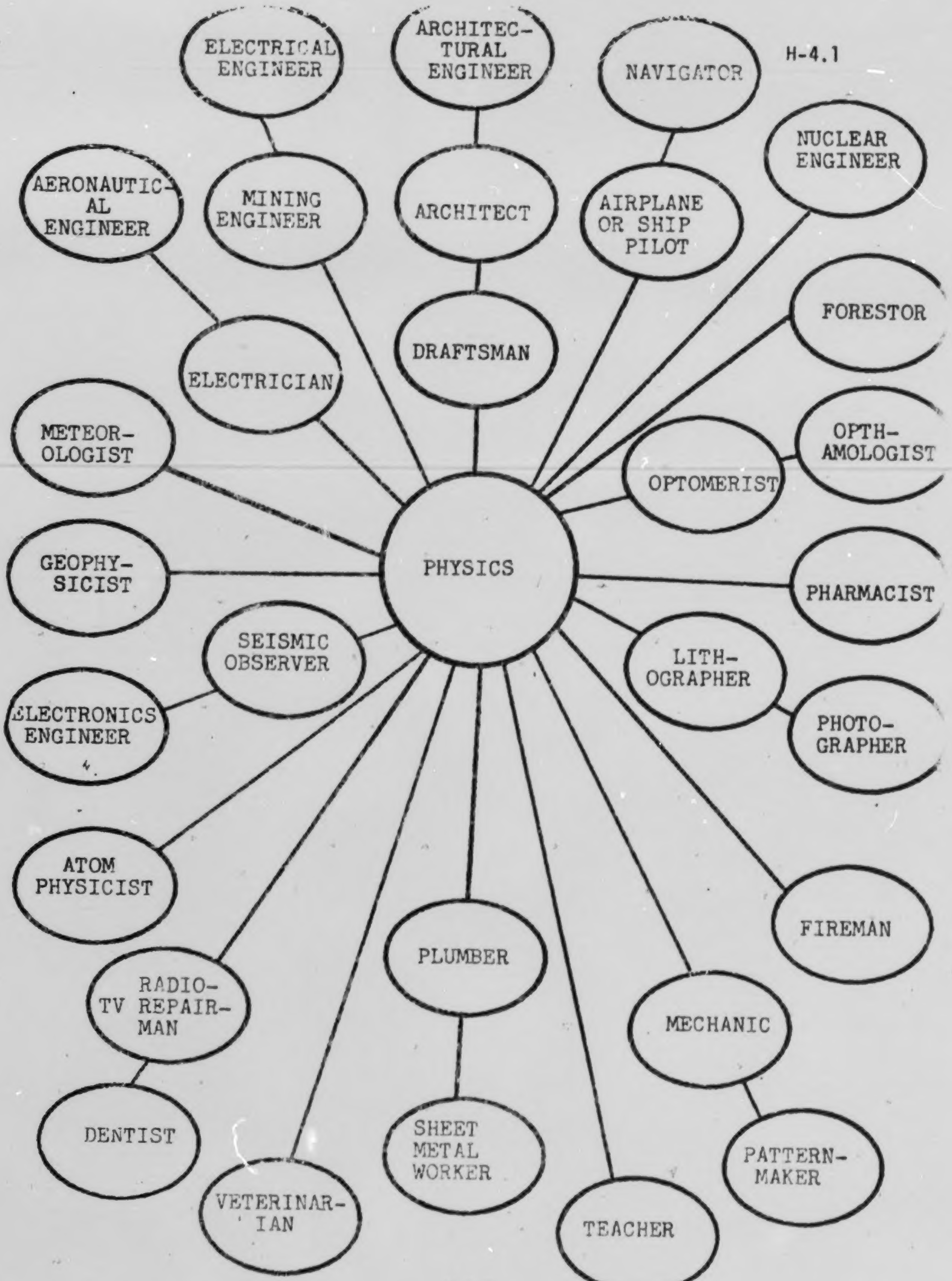
Summary

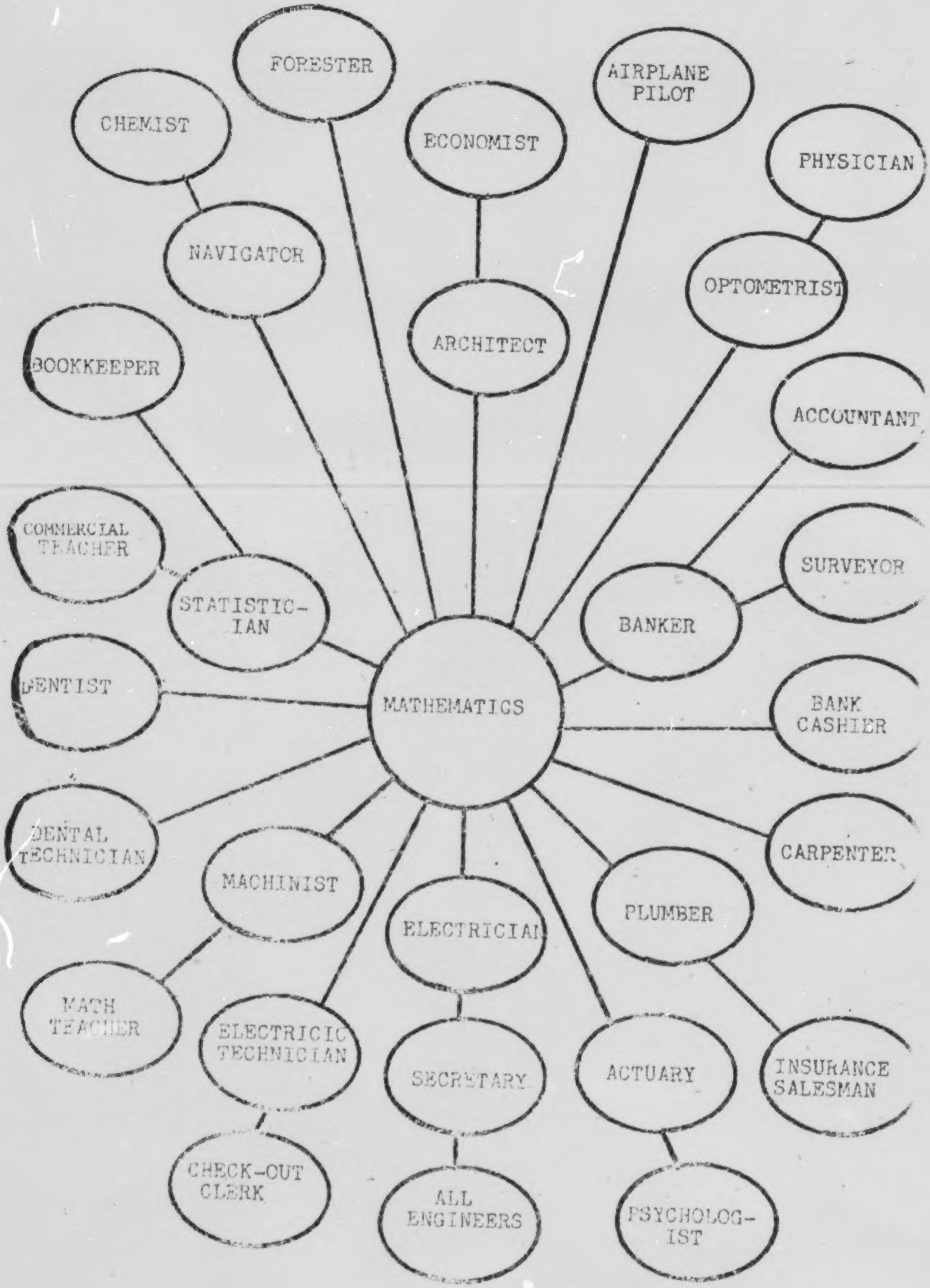
Americans have been noted for trying new things because they didn't know they wouldn't work. But the whole interlocking sequence of American Progress and invention was based on a willingness to try the new and discard the old. This same approach may be used in the 1970's to move career education in America.

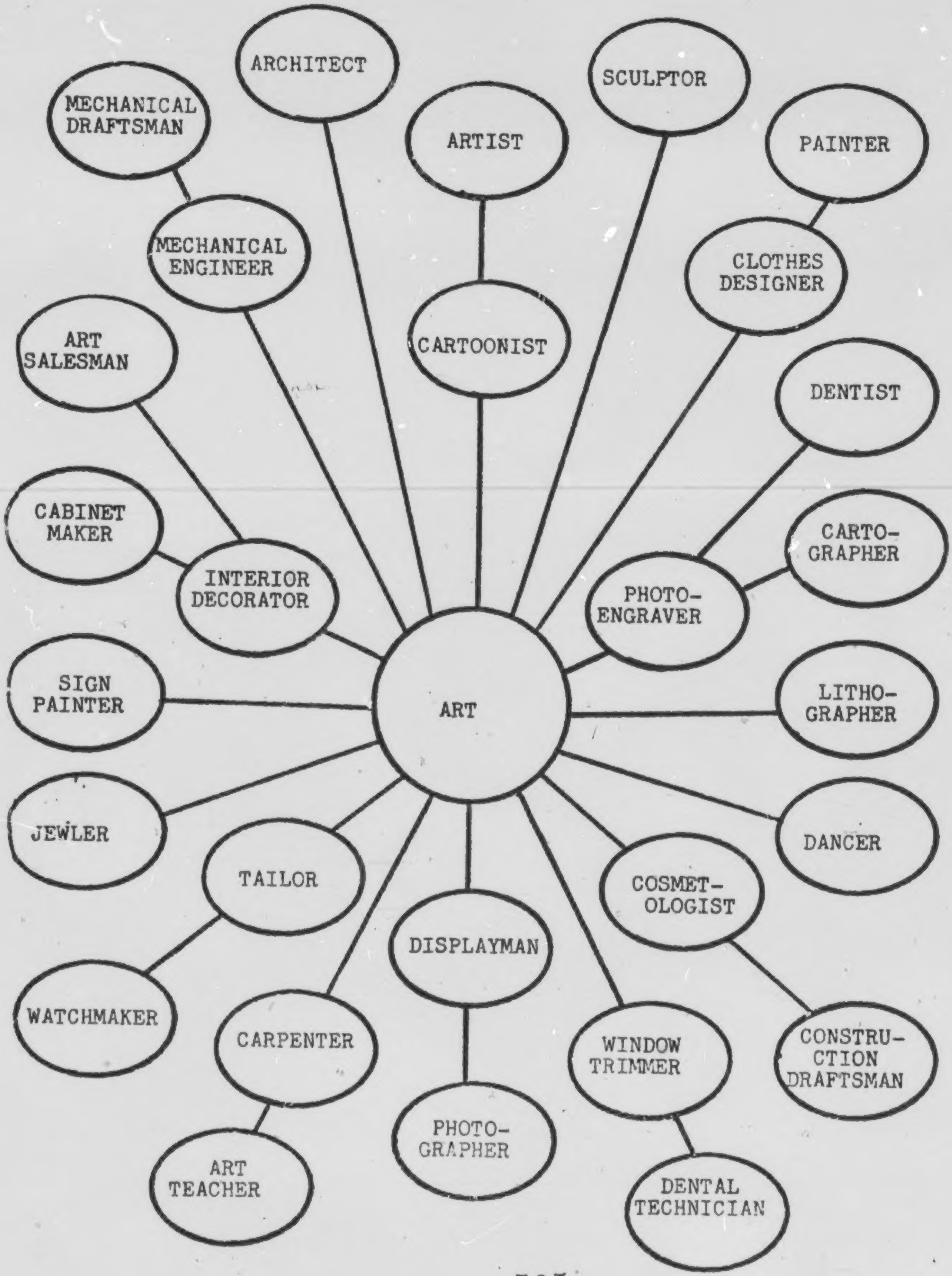
Programs and components of career education do not just happen. They are well planned and carried out with purpose. Long range program objectives must be compatible with short term individual career objectives of students. Components such as career awareness, occupational skill training, guidance, and job placement must provide for individual differences.

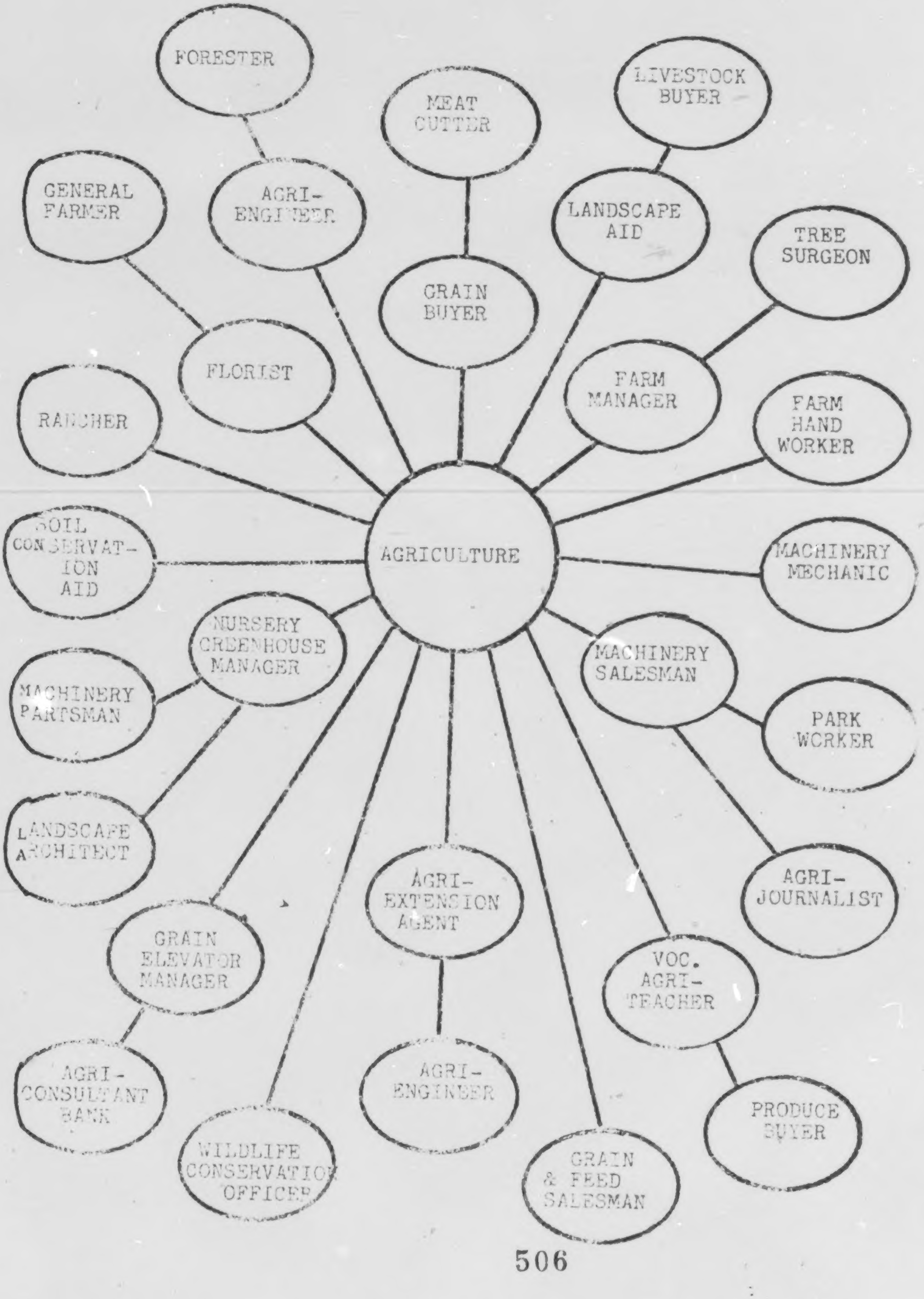
As your school system looks to the possibilities and potential of career education, get the true facts, review the budget carefully, select a dynamic leader, design an administrative guide, prepare for teacher training, involve the community, and make evaluation a working part of the total education plan.

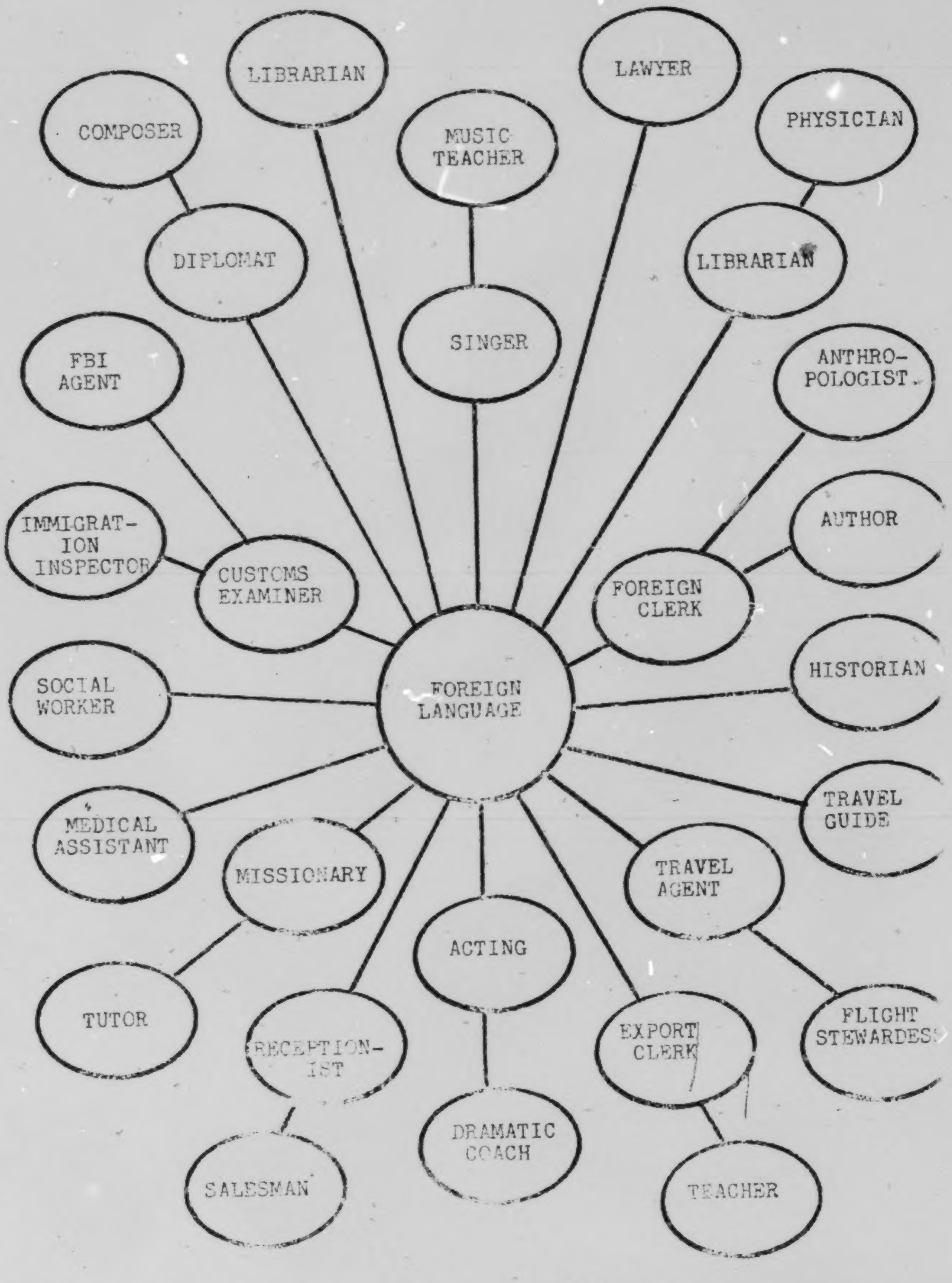
H-4.1

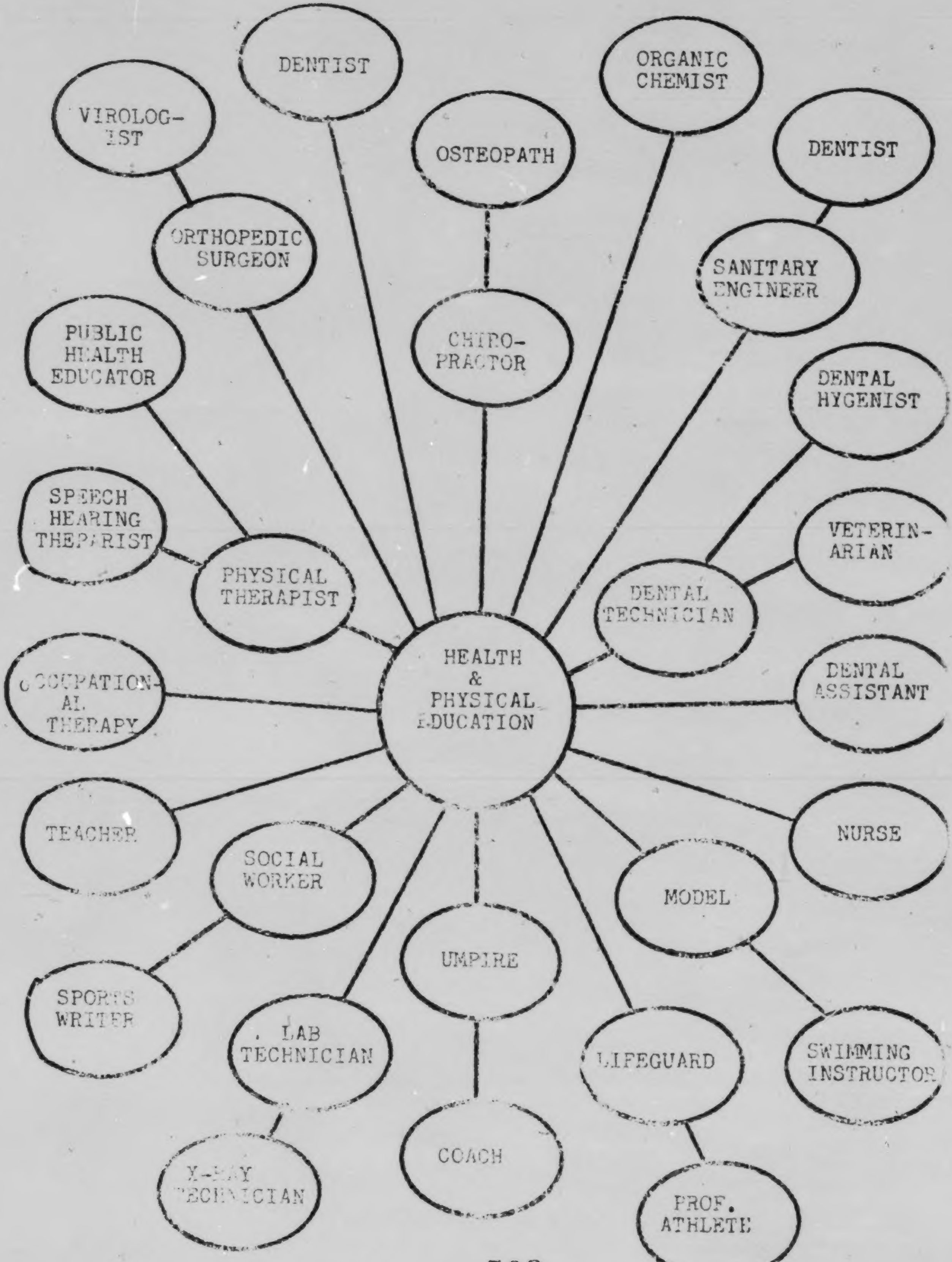

ELECTRICAL ENGINEER
ARCHITECTURAL ENGINEER
NAVIGATOR
AERONAUTICAL ENGINEER
MINING ENGINEER
ARCHITECT
AIRPLANE OR SHIP PILOT
NUCLEAR ENGINEER
FORESTOR
DRAFTSMAN
ELECTRICIAN
METEOROLOGIST
OPTHAMOLOGIST
OPTOMERIST
GEOPHYSICIST
PHYSICS
PHARMACIST
SEISMIC OBSERVER
LITHOGRAPHER
ELECTRONICS ENGINEER
PHOTOGRAPHER
ATOM PHYSICIST
FIREMAN
PLUMBER
RADIO-TV REPAIRMAN
MECHANIC
DENTIST
SHEET METAL WORKER
PATTERNMAKER
VETERINARIAN
TEACHER

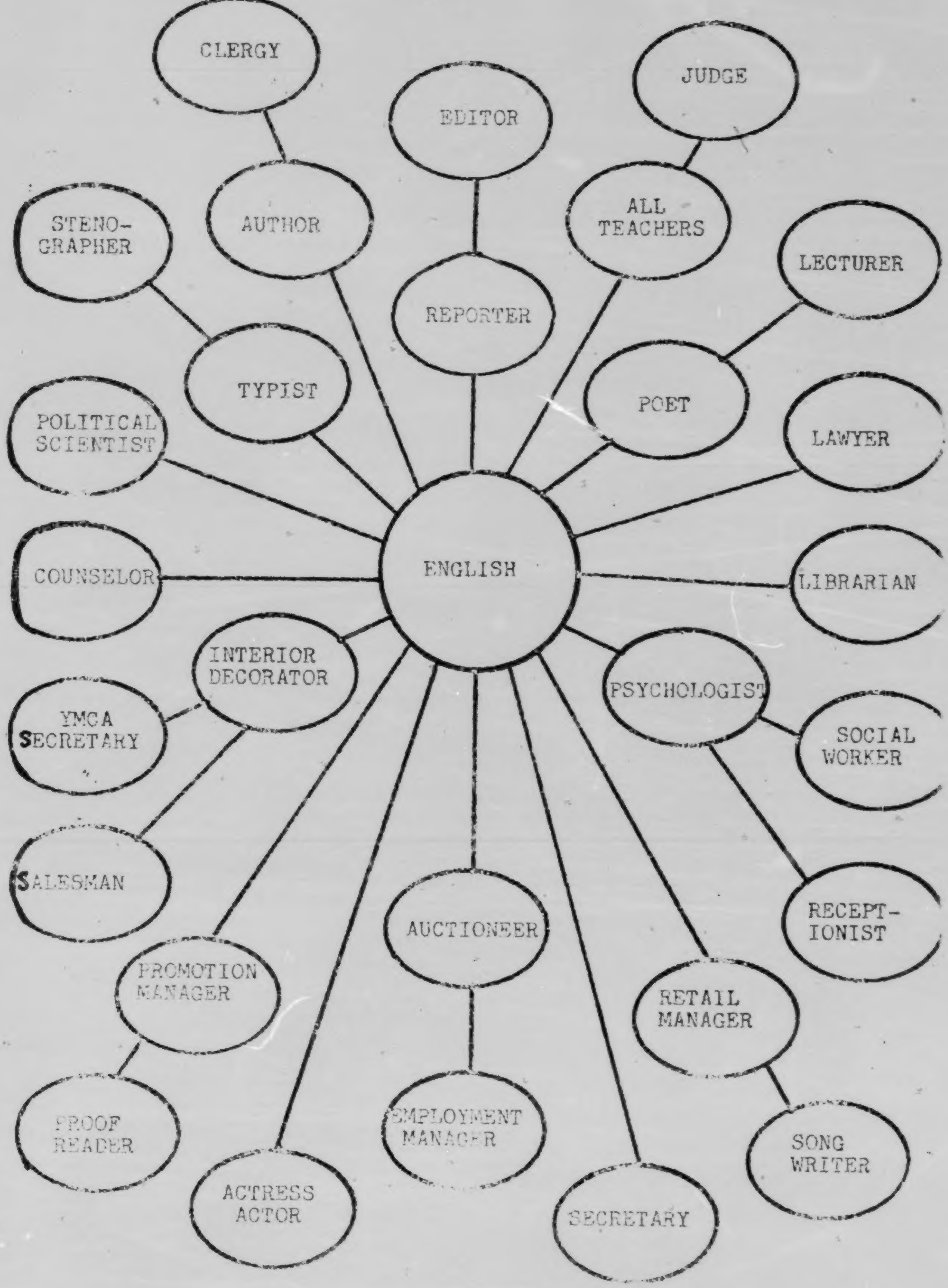

FORESTER
CHEMIST
ECONOMIST
AIRPLANE PILOT
PHYSICIAN
NAVIGATOR
OPTOMETRIST
ARCHITECT
BOOKKEEPER
ACCOUNTANT
COMMERCIAL TEACHER
SURVEYOR
STATISTIC-IAN
BANKER
DENTIST
MATHEMATICS
BANK CASHIER
DENTAL TECHNICIAN
MACHINIST
CARPENTER
ELECTRICIAN
PLUMBER
MATH TEACHER
ELECTRICIC TECHNICIAN
SECRETARY
ACTUARY
INSURANCE SALESMAN
CHECK-OUT CLERK
ALL ENGINEERS
PSYCHOLOG-IST

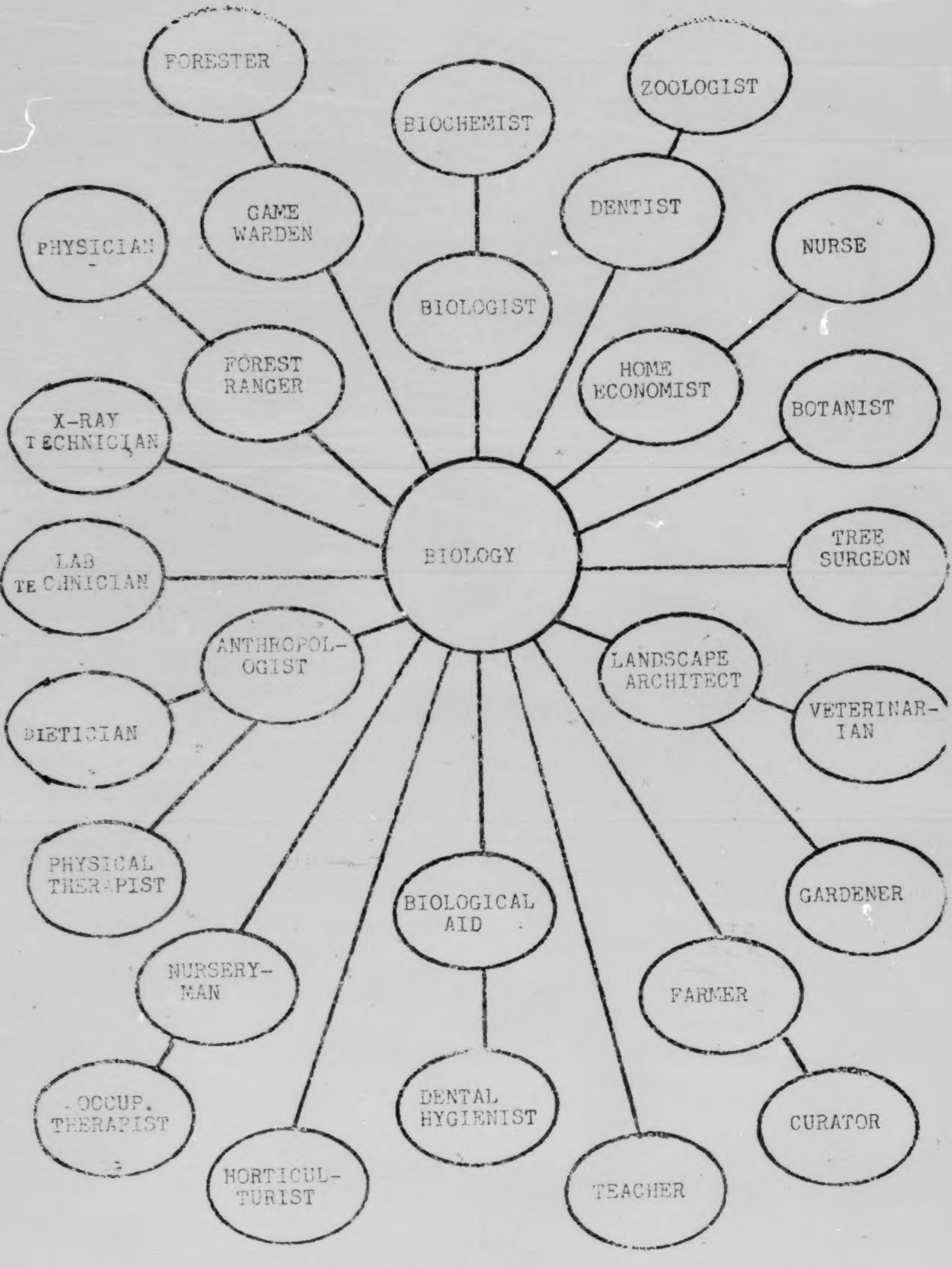

ARCHITECT
SCULPTOR
MECHANICAL DRAFTSMAN
ARTIST
PAINTER
MECHANICAL ENGINEER
CLOTHES DESIGNER
ART SALESMAN
CARTOONIST
DENTIST
CABINET MAKER
CARTO-GRAPHER
INTERIOR DECORATOR
PHOTO-ENGRAVER
SIGN PAINTER
ART
LITHO-GRAPHER
JEWLER
DANCER
TAILOR
COSMET-OLOGIST
DISPLAYMAN
WATCHMAKER
CARPENTER
WINDOW TRIMMER
CONSTRU-CTION DRAFTSMAN
PHOTO-GRAPHER
ART TEACHER
DENTAL TECHNICIAN

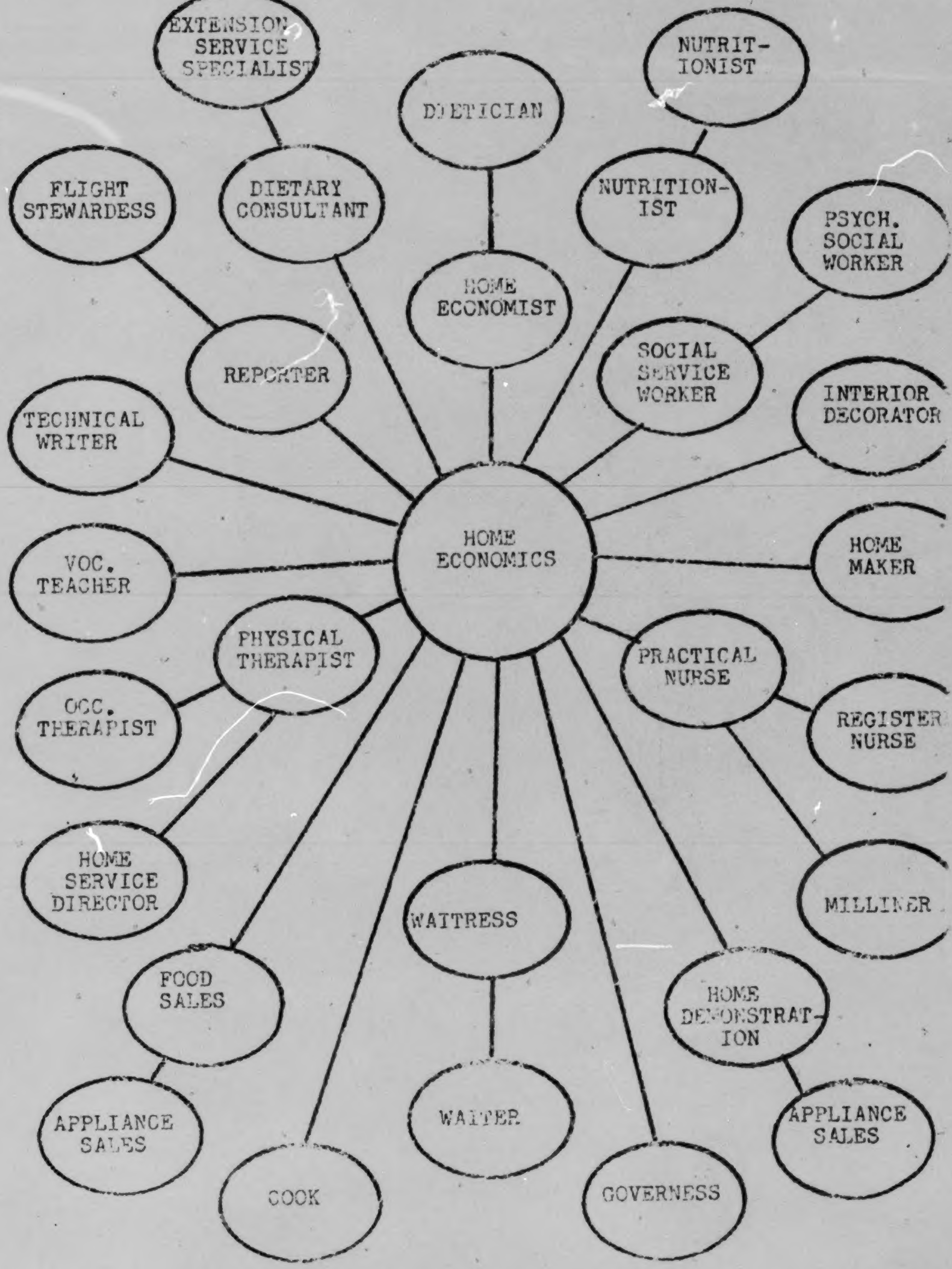

FORESTER
LIVESTOCK BUYER
MEAT CUTTER
GENERAL FARMER
AGRI-ENGINEER
LANDSCAPE AID
TREE SURGEON
GRAIN BUYER
FLORIST
FARM MANAGER
RANCHER
FARM HAND WORKER
SOIL CONSERVAT-ION AID
AGRICULTURE
MACHINERY MECHANIC
NURSERY GREENHOUSE MANAGER
MACHINERY SALESMAN
MACHINERY PARTSMAN
PARK WORKER
LANDSCAPE ARCHITECT
AGRI-JOURNALIST
AGRI-EXTENSION AGENT
GRAIN ELEVATOR MANAGER
VOC. AGRI-TEACHER
AGRI-CONSULTANT BANK
AGRI-ENGINEER
PRODUCE BUYER
WILDLIFE CONSERVATIO OFFICER
GRAIN & FEED SALESMAN

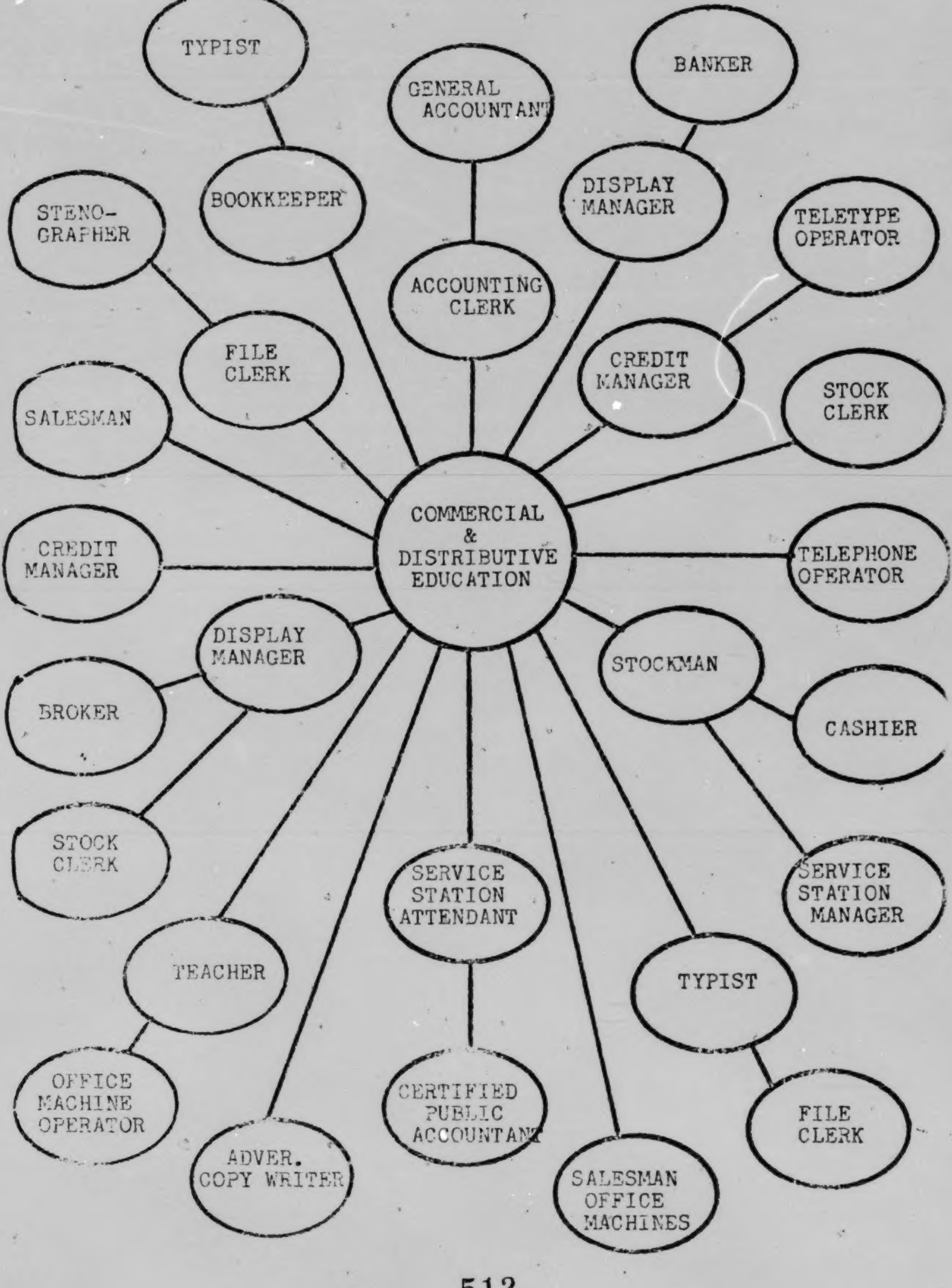

LIBRARIAN
LAWYER
COMPOSER
MUSIC TEACHER
PHYSICIAN
DIPLOMAT
LIBRARIAN
SINGER
FBI AGENT
ANTHRO-POLOGIST
AUTHOR
IMMIGRAT-ION INSPECTOR
CUSTOMS EXAMINER
FOREIGN CLERK
SOCIAL WORKER
FOREIGN LANGUAGE
HISTORIAN
TRAVEL GUIDE
MEDICAL ASSISTANT
MISSIONARY
TRAVEL AGENT
ACTING
TUTOR
RECEPTION-IST
EXPORT CLERK
FLIGHT STEWARDES
DRAMATIC COACH
SALESMAN
TEACHER

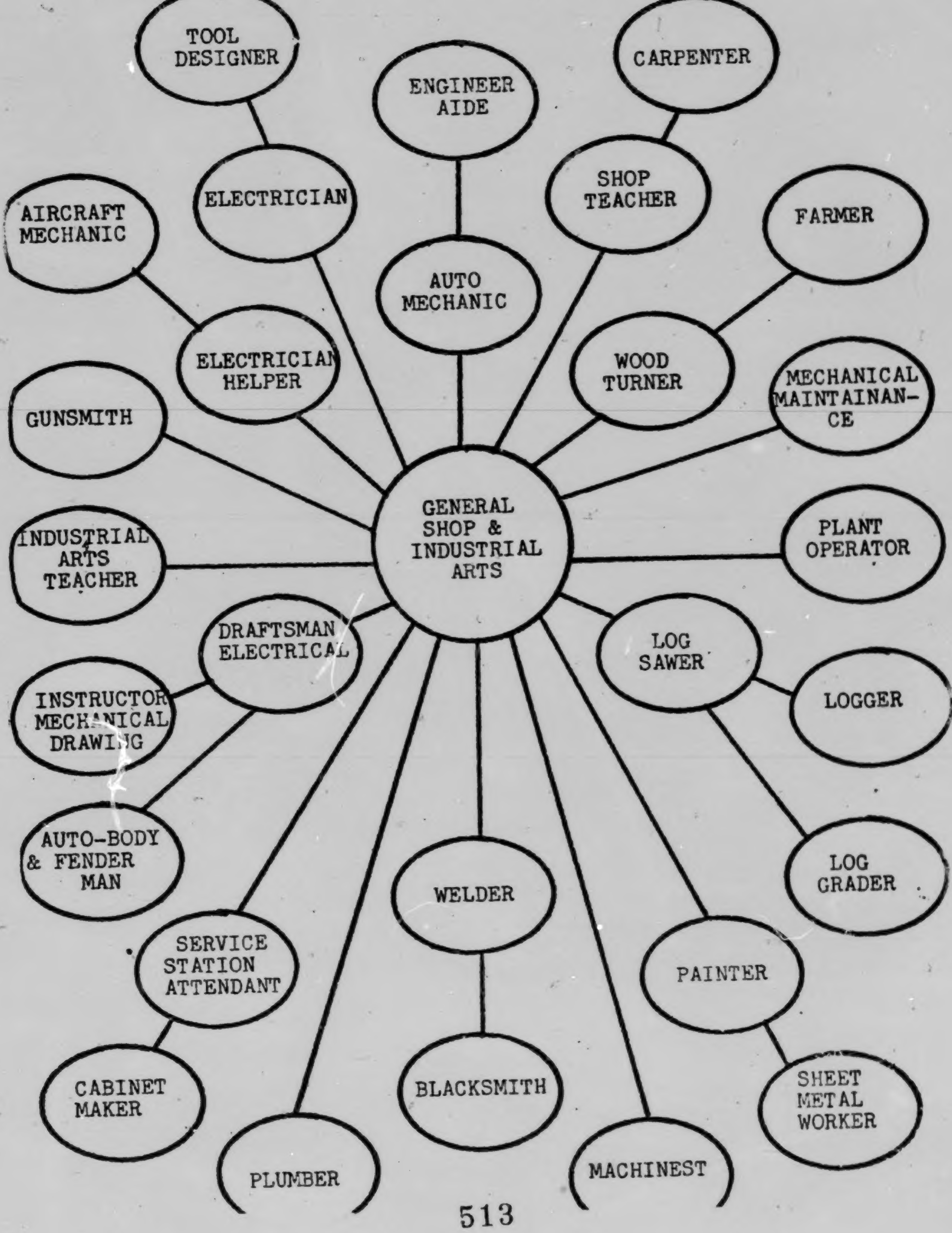

DENTIST
ORGANIC CHEMIST
VIROLOGIST
OSTEOPATH
DENTIST
ORTHOPEDIC SURGEON
SANITARY ENGINEER
PUBLIC HEALTH EDUCATOR
CHIROPRACTOR
DENTAL HYGENIST
SPEECH HEARING THEPARIST
PHYSICAL THERAPIST
VETERINARIAN
DENTAL TECHNICIAN
HEALTH & PHYSICAL EDUCATION
OCCUPATIONAL THERAPY
DENTAL ASSISTANT
TEACHER
SOCIAL WORKER
NURSE
MODEL
UMPIRE
SPORTS WRITER
LAB TECHNICIAN
LIFEGUARD
SWIMMING INSTRUCTOR
X-RAY TECHNICIAN
COACH
PROF. ATHLETE

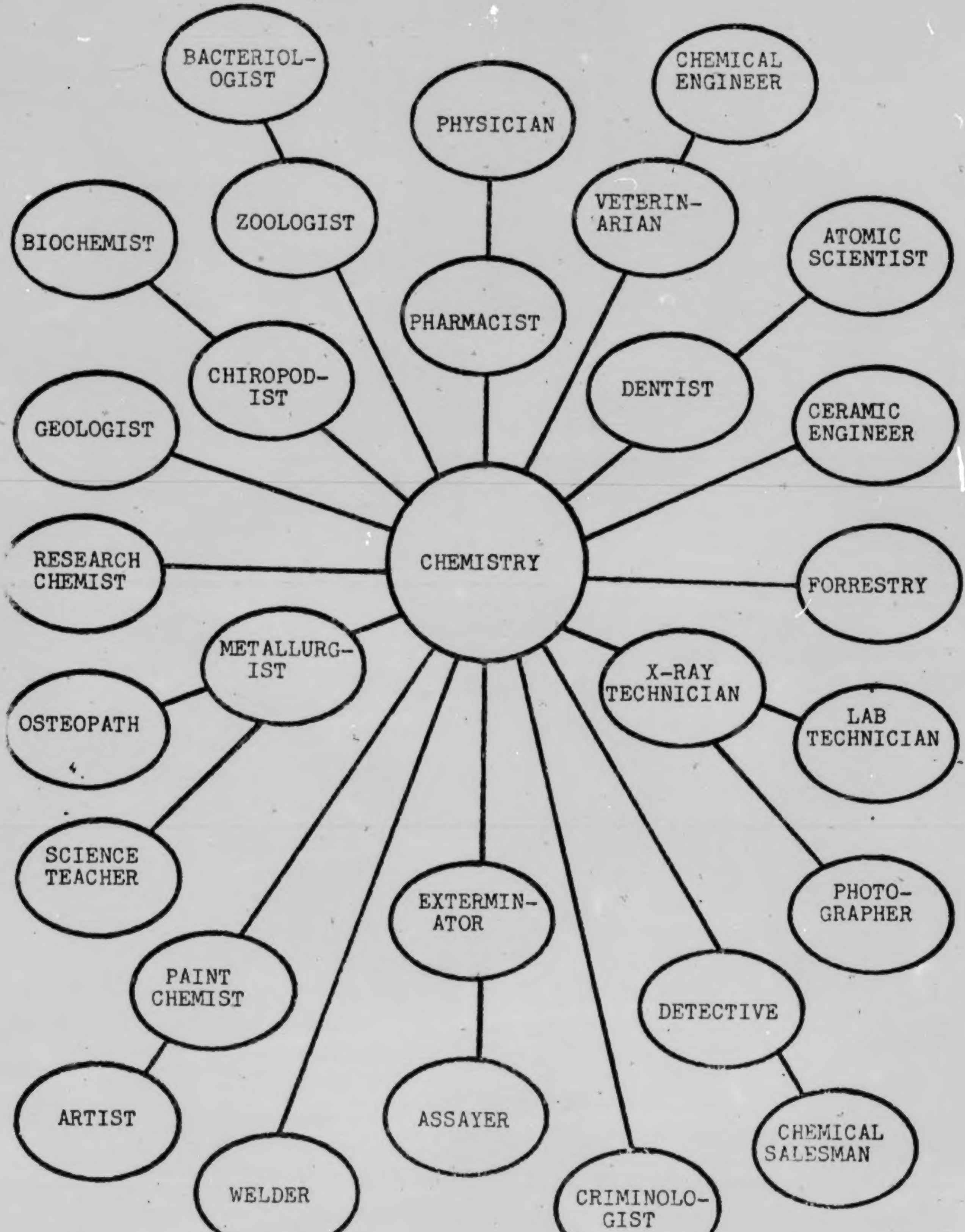

CLERGY
JUDGE
EDITOR
AUTHOR
ALL TEACHERS
STENO-GRAPHER
LECTURER
REPORTER
TYPIST
POET
POLITICAL SCIENTIST
LAWYER
COUNSELOR
ENGLISH
LIBRARIAN
INTERIOR DECORATOR
PSYCHOLOGIST
YMCA SECRETARY
SOCIAL WORKER
SALESMAN
RECEPT-IONIST
AUCTIONEER
PROMOTION MANAGER
RETAIL MANAGER
PROOF READER
EMPLOYMENT MANAGER
SONG WRITER
ACTRESS ACTOR
SECRETARY

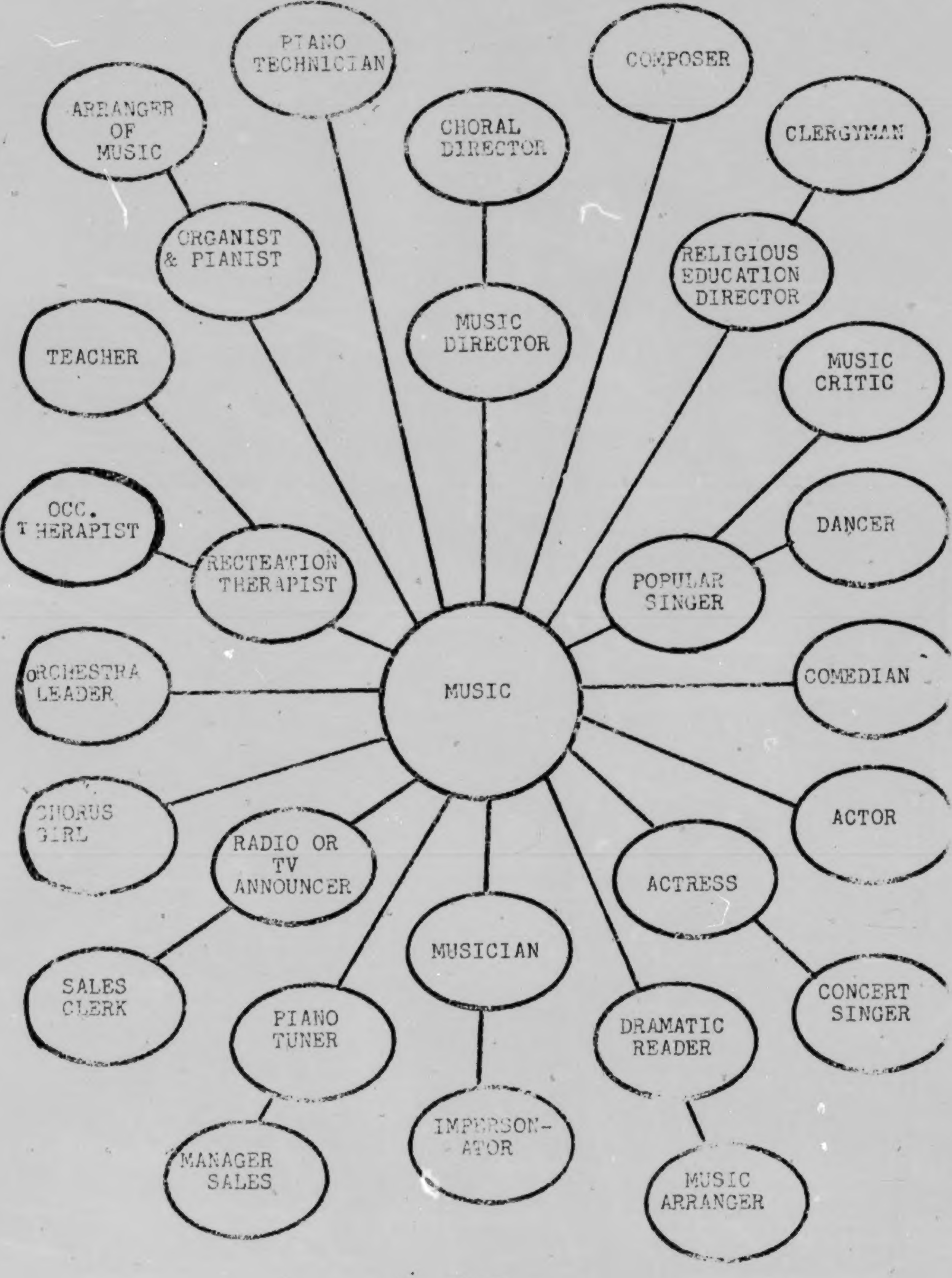

FORESTER
ZOOLOGIST
BIOCHEMIST
GAME WARDEN
DENTIST
PHYSICIAN
NURSE
BIOLOGIST
FOREST RANGER
HOME ECONOMIST
X-RAY TECHNICIAN
BOTANIST
BIOLOGY
LAB TECHNICIAN
TREE SURGEON
ANTHROPOLOGIST
LANDSCAPE ARCHITECT
DIETICIAN
VETERINARIAN
PHYSICAL THERAPIST
GARDENER
BIOLOGICAL AID
NURSERYMAN
FARMER
OCCUP. THERAPIST
DENTAL HYGIENIST
CURATOR
HORTICULTURIST
TEACHER

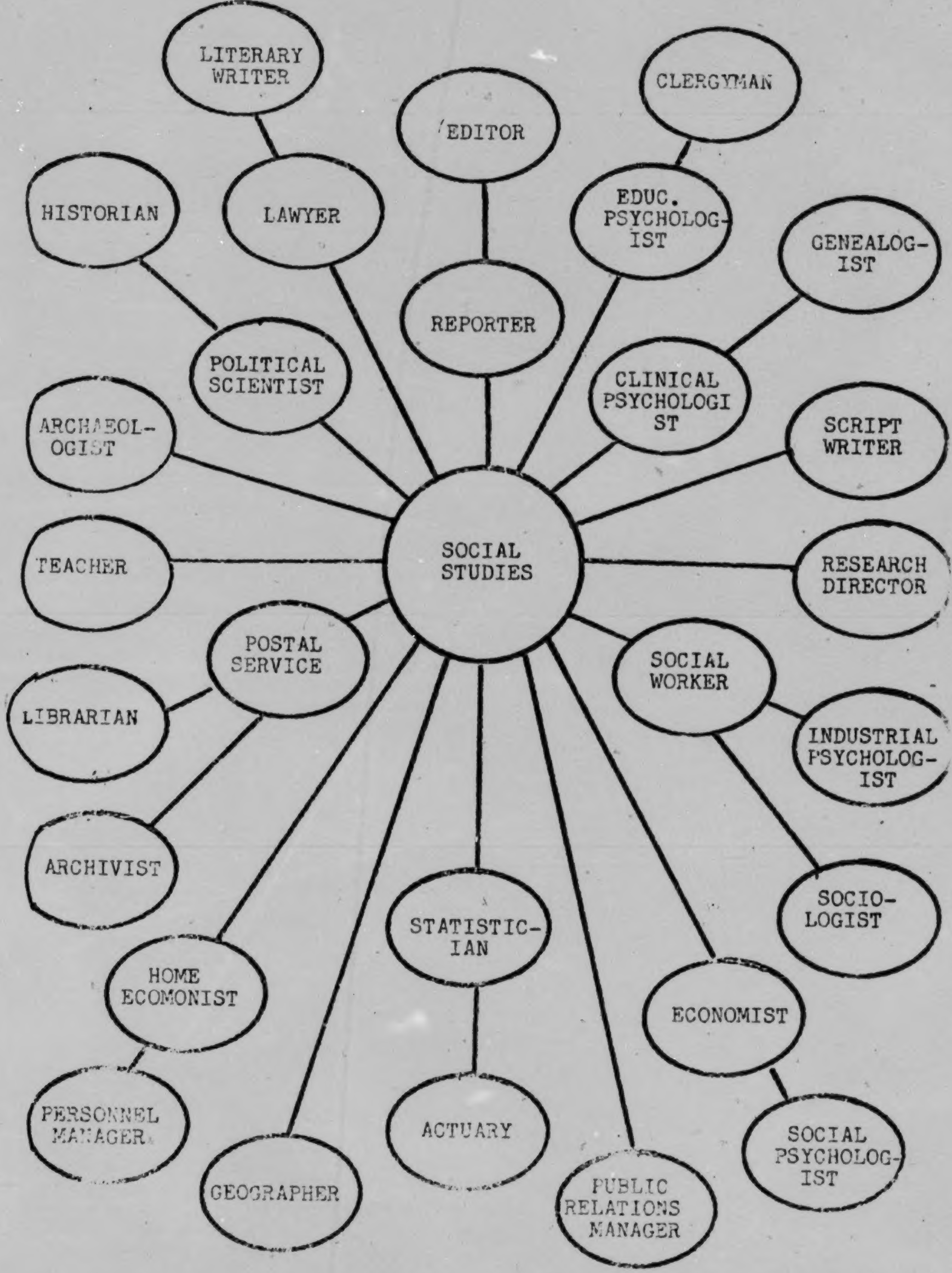

EXTENSION SERVICE SPECIALIST
NUTRIT-IONIST
DIETICIAN
FLIGHT STEWARDESS
DIETARY CONSULTANT
NUTRITION-IST
PSYCH. SOCIAL WORKER
HOME ECONOMIST
REPORTER
SOCIAL SERVICE WORKER
INTERIOR DECORATOR
TECHNICAL WRITER
HOME ECONOMICS
HOME MAKER
VOC. TEACHER
PHYSICAL THERAPIST
PRACTICAL NURSE
OCC. THERAPIST
REGISTER NURSE
HOME SERVICE DIRECTOR
MILLINER
WAITRESS
FOOD SALES
HOME DEMONSTRAT-ION
APPLIANCE SALES
WAITER
APPLIANCE SALES
COOK
GOVERNESS


TYPIST
GENERAL ACCOUNTANT
BANKER
BOOKKEEPER
DISPLAY MANAGER
STENO-GRAPHER
TELETYPE OPERATOR
ACCOUNTING CLERK
FILE CLERK
CREDIT MANAGER
STOCK CLERK
SALESMAN
COMMERCIAL & DISTRIBUTIVE EDUCATION
CREDIT MANAGER
TELEPHONE OPERATOR
DISPLAY MANAGER
STOCKMAN
BROKER
CASHIER
STOCK CLERK
SERVICE STATION ATTENDANT
SERVICE STATION MANAGER
TEACHER
TYPIST
OFFICE MACHINE OPERATOR
CERTIFIED PUBLIC ACCOUNTANT
FILE CLERK
ADVER. COPY WRITER
SALESMAN OFFICE MACHINES


TOOL DESIGNER
CARPENTER
ENGINEER AIDE
ELECTRICIAN
SHOP TEACHER
AIRCRAFT MECHANIC
FARMER
AUTO MECHANIC
ELECTRICIAN HELPER
WOOD TURNER
GUNSMITH
MECHANICAL MAINTAINANCE
GENERAL SHOP & INDUSTRIAL ARTS
INDUSTRIAL ARTS TEACHER
PLANT OPERATOR
DRAFTSMAN ELECTRICAL
LOG SAWER
INSTRUCTOR MECHANICAL DRAWING
LOGGER
AUTO-BODY & FENDER MAN
LOG GRADER
WELDER
SERVICE STATION ATTENDANT
PAINTER
CABINET MAKER
BLACKSMITH
SHEET METAL WORKER
PLUMBER
MACHINEST


BACTERIOLOGIST
CHEMICAL ENGINEER
PHYSICIAN
ZOOLOGIST
VETERINARIAN
BIOCHEMIST
ATOMIC SCIENTIST
PHARMACIST
CHIROPODIST
DENTIST
GEOLOGIST
CERAMIC ENGINEER
RESEARCH CHEMIST
CHEMISTRY
FORRESTRY
METALLURGIST
X-RAY TECHNICIAN
OSTEOPATH
LAB TECHNICIAN
SCIENCE TEACHER
EXTERMINATOR
PHOTOGRAPHER
PAINT CHEMIST
DETECTIVE
ARTIST
ASSAYER
CHEMICAL SALESMAN
WELDER
CRIMINOLOGIST


PIANO TECHNICIAN
COMPOSER
ARRANGER OF MUSIC
CHORAL DIRECTOR
CLERGYMAN
ORGANIST & PIANIST
RELIGIOUS EDUCATION DIRECTOR
MUSIC DIRECTOR
TEACHER
MUSIC CRITIC
OCC. THERAPIST
DANCER
RECTEATION THERAPIST
POPULAR SINGER
ORCHESTRA LEADER
MUSIC
COMEDIAN
CHORUS GIRL
ACTOR
RADIO OR TV ANNOUNCER
ACTRESS
MUSICIAN
SALES CLERK
CONCERT SINGER
PIANO TUNER
DRAMATIC READER
IMPERSON-ATOR
MANAGER SALES
MUSIC ARRANGER


LITERARY WRITER
CLERGYMAN
EDITOR
HISTORIAN
LAWYER
EDUC. PSYCHOLOGIST
GENEALOGIST
REPORTER
POLITICAL SCIENTIST
CLINICAL PSYCHOLOGIST
ARCHAEOLOGIST
SCRIPT WRITER
TEACHER
SOCIAL STUDIES
RESEARCH DIRECTOR
POSTAL SERVICE
SOCIAL WORKER
LIBRARIAN
INDUSTRIAL PSYCHOLOGIST
ARCHIVIST
SOCIOLOGIST
STATISTICIAN
HOME ECOMONIST
ECONOMIST
PERSONNEL MANAGER
ACTUARY
SOCIAL PSYCHOLOGIST
GEOGRAPHER
PUBLIC RELATIONS MANAGER

JAN. 1975 NEA JOURNAL

H-2.1

Straight Answers on Career Education

KENNETH B. HOYT
Associate Commissioner for Career Education, United States Office of Education, Washington, DC

What is career education?

In a generic sense, career education consists of all the activities and experiences through which individuals prepare themselves for and engage in work—paid or unpaid—during their lives. As a response to a call for educational reform, career education seeks to make *preparation for work* both a prominent and a permanent goal of American education at all levels. By doing so, it hopes to make work—paid or unpaid—possible, meaningful, and satisfying for each individual.

How does career education differ from vocational education?

1. Career education includes career awareness, exploration, decision making, preparation, entry, and advancement. Vocational education has only one of these components—career preparation—as its main thrust.

2. Career education is for *all* persons, whereas vocational education, as it now exists, concentrates primarily on people seeking vocational-technical education below the baccalaureate degree level.

3. Career education emphasizes both paid and unpaid work in the lives of individuals, whereas vocational education emphasizes preparation for work in the world of paid employment.

Why was the launching of career education considered necessary?

First, for the last several years, people have been demanding that the formal educational system change in ways that will enable students, when they leave the educational system, to be more successful in finding and engaging in satisfying, worthwhile work. Second, the meaningfulness of work in the life-styles of Americans is declining, and this has serious consequences for productivity.

What are the characteristics of a good career education program?

First, the program involves all students at all educational levels. Second, it is coordinated to reflect what is known about career development. Third, it is collaborative, both in terms of relationships existing within the educational system and in terms of relationships involving the educational system and all other phases of business and society. Finally, it is learner-centered in goals, basic methodology, and evaluation.

Should career education be taught as a separate subject?

No. It should be viewed as an additional way of motivating students to learn and as an alternative classroom methodology for teacher use.

Is career education necessary at the elementary level?

Yes. Work values as part of one's personal value system cannot be ignored during the elementary school years. To ignore the teaching of good work habits until secondary school would be disastrous for many students. Real-

H-2.2

izing the crucial importance of basic academic skills in the world of work should motivate elementary school students to learn such basic skills better.

Is career education just an approach to a good teaching technique?

No. As an ingredient in the teaching-learning process, a good teaching technique represents only one component of a comprehensive career education program. To emphasize the use of career education only as a teaching technique is to disregard its collaborative nature. When education as preparation for work truly becomes a prominent and a permanent goal of all American education, the term *career education* can be dropped. I believe that day is years away.

What about the arts and humanities in career education?

They are crucially important for two reasons. First, they are, for many persons, a part of the world of paid employment and so must be included as career options for students. Second, the dehumanizing nature of many jobs in today's world of paid employment makes it vital that persons be able to use the arts and humanities for some of the work they choose to do in their leisure time.

How can teachers get career education started in their school?

Getting started involves (a) clear knowledge of the subject matter they are trying to teach, (b) a list of basic career education concepts from which they can select, (c) knowledge of available community resources, and (d) ingenuity and creativity. When teachers are armed with these things, career education offers them a means of using their abilities in ways that help students learn more through utilizing a variety of resources in addition to the usual textbook and curriculum guide.

Of course, it is better if the entire school is involved in the career education effort. But if individual teachers wait for that to happen, they may never begin.

Is career education just another educational fad?

No. The call for career education, which has come from parents, students, and the general public, will not go away until it has been answered. Since educators were not the ones who issued the call, they cannot make it go away except through actions responding to the call.

Is career education growing?

Yes. Approximately 5,000 of the 17,000 school districts in the United States have begun some career education activities.

That seems to me to represent fantastic growth when one considers that (a) the term *career education* wasn't coined until a little over three years ago; (b) only about 250 federally funded career education programs have existed in local school districts; and (c) no federal career education law existed prior to 1974 and, even now, no specific career education funds have been available from USOE.

In my opinion, one of career education's current problems is that because it has grown too fast the quantity of our efforts has far exceeded their quality.

What about the costs of career education to the school? Where will the money come from?

Over 90 percent of the costs of education involve either buildings and equipment or staff salaries. Since, in career education, we are asking for neither new buildings nor greatly increased staff personnel, we aren't anticipating the need for large amounts of money. I hope the costs of career education will continue to come mostly from local

H-2.3

and state funds, not from federal.

If such a program is launched, won't classroom teachers need in-service education?

In-service education represents, in my opinion, the largest single cost required for effective career education. My feeling is that *all* teachers should be exposed to initial in-service training in career education to acquaint them with its basic nature, goals, and methodology. The most important kind of in-service education comes when teachers try to infuse career education in the teaching-learning process. Only teachers who volunteer to undergo this form of in-service education should be involved.

What about preservice education?

It will be essential to the long-run success of career education. Michigan, Louisiana, Washington, and Arizona have made good initial efforts to infuse career education into preservice teacher education programs. To me, important as preservice education is to career education, it represents a lower priority than in-service education at the present time.

Ideally, preservice and in-service career education should be going on simultaneously. We must realize, however, that the primary expertise in career education is now in our local schools, not in teacher-education institutions. Teacher educators have much to learn from leading career education practitioners if they are to infuse career education concepts into preservice teacher education programs. Many teacher educators are beginning to do so now.

How do students, teachers, and the public react to career education?

Reactions seem to be positive and enthusiastic. For example, in *Attitudes Toward Career Education*, published by Policy Studies in Education, New York City, 73 percent of the parents surveyed agreed that students should be told about jobs and job requirements during the study of every subject in every grade. And in the fifth Gallup Poll of Public Attitudes Toward Education, 90 percent of those polled said public schools should give more emphasis to a study of trades, professions, and businesses to help students decide on their careers. Many teachers tell me that using a career education approach has made teaching exciting and meaningful for them. I have also heard favorable comments from hundreds of equally enthusiastic students.

What do you foresee as the future of career education?

Its future depends first, and foremost, on how effectively it is now implemented.

It will continue to grow and flourish for many years if we can: (a) keep its focus on education as preparation for work, (b) continue to emphasize its collaborative nature, (c) maintain an adequate level of funding, (d) recognize that we can *all* be involved in the action, (e) concentrate on how much help students receive rather than on who received the credit for helping, and (f) devote conscientious efforts toward evaluating the effectiveness of career education for *all* persons at *all* levels of education in *all* kinds of educational settings.

If we fail in any of these tasks, career education could and should disappear in a relatively few years. The key to the future of career education is the teacher, for the classroom is where all of these things either come together or fall apart. ☐

For information on specific career education programs, write to Dr. Kenneth B. Hoyt, Associate Commissioner for Career Education, U.S. Office of Education, Washington, DC 20202.

COMMUNITY RESOURCE VOLUNTEER

SUBJECT: ______________________________

(Hobby) (Talent) (Travel Experience) (Knowledge) (Etc.)

NAME: ____________________ ADDRESS: ____________________

TELEPHONE NO. ______________ EMPLOYMENT ADDRESS IF YOU WANT TO BE CONTACTED THERE: ______________

BEST TIME TO CONTACT: ____________________

HOW FAR IN ADVANCE OF YOUR VISIT TO THE SCHOOL SHOULD YOU BE CONTACTED? ____________________

WHAT DAY AND TIME WOULD YOU BE ABLE TO VISIT? ____________________

TO WHAT GRADE LEVELS WOULD THIS KNOWLEDGE BE BEST SUITED? (Check Appropriate Answer Below)

K ☐ 3 ☐ 6 ☐ 9 ☐ 12 ☐

1 ☐ 4 ☐ 7 ☐ 10 ☐ ALL ☐

2 ☐ 5 ☐ 8 ☐ 11 ☐

GROUP SIZE YOU WOULD WANT TO WORK WITH: ____________________

Check Appropriate Answer: Tour ☐ Resource Person ☐

NUMBER OF PERSONS YOU CAN ACCOMMODATE: ____________________

SPECIAL MATERIALS YOU HAVE TO SHARE IN YOUR VISITS (SLIDES, FILMS, COLLECTIONS, COSTUMES, ETC.): ____________________

RESA
REGIONAL EDUCATION SERVICE AGENCY
1210 THIRTEENTH STREET
PARKERSBURG, WEST VIRGINIA 26101
(304) 485-6511

To: Ritchie County School Personnel

From: Adaline B. Cooper, Field Coordinator, Career Education

Re: Ritchie County Career Education Resource List

Date: August, 1975

Attached is the Ritchie County Career Education Resource list. This list was compiled through cooperation of Ritchie County school personnel, members from various civic groups, Ritchie County Cooperative Agricultural Extension Service, and the Ritchie County Career Education Task Force. A lot of time and energy went into this list and, hopefully, it will be useful to the Ritchie County school personnel to expand the students' knowledge of career options available in the world of work.

It is hoped that this list will be kept up-dated through active participation by Ritchie County school personnel. If you have any additional resource speakers or suggestions, please contact Joyce Brown at 643-2993 or Adaline Cooper at 485-6513.

In order that the resource speaker(s) be aware of the information needed of them, it is suggested that the following letter be sent to the guest resource speaker(s) a few days before the presentation and/or tour.

SERVING THE EDUCATIONAL SYSTEMS IN CALHOUN, JACKSON, PLEASANTS, RITCHIE, ROANE, TYLER, WIRT AND WOOD COUNTIES

Note: The following letter may be duplicated - no copyright.

SAMPLE LETTER

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices but rather to help elementary students realize that people work, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist (there are many things to be besides policemen, firemen, nurses, and teachers) and to make their present schooling more relevant to their future.

Your company or business may have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

--What is your job title or description?
--Briefly describe what you do.
--What aptitudes or skills are important for your job?
--Do you have to deal with the public? If so, would you care to comment on this?
--If you are separated from people most of the time, working with things, how do you feel about that? Do you prefer not having to deal with the public or fellow workers?
--What do you consider the best points of your job? the worst?
--Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend your occupation as one of the alternatives students should consider?
--You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
--What is the outlook? Will this type of employment exist when these students enter the world of work?
--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
--What training is required? (High school? Trade school? College? Apprenticeship? Graduate degrees?)
--Is the field difficult to enter? (Union membership, professional school entrance quotas, and so on.)
--How does this type of career relate to what these students do now in school?
--General information on working conditions, bosses, employees, etc.

(World of Work, ABLE Model Program, 1972)

*The above letter can also be used for secondary.

RITCHIE COUNTY

FIRM NAME	CONTACT PERSON	TELEPHONE NUMBER	TYPE OF TOUR, RESOURCE PERSON, AND NUMBER ACCOMMODATED	TOURS THAT CAN BE GIVEN, BEST TIME TO VISIT, AND BEST TIME TO CONTACT
Allen, Mary 304 Park Drive Pennsboro, WV 26415	Mary Allen	659-2159	Music Levels: K thru 6 No. Accommodated: 25 Resource Person or Tour - Piano at school and organ at church	Best time to contact: During p.m. Notice of one month required
Anderson, James E. 1023 E. South Street Harrisville, WV 26362	James E. Anderson	643-2301	EMT (Pres.) Emergency Medical Technician Levels: 9 thru 12	Best time to visit: Anytime Best time to contact: During p.m. Notice of one week required
Ayers, Ashford Smithville, WV 26178	Ashford Ayers	477-2554	Hobby, Travel, and Travel Experience No. Accommodated for Travel: Any size No. Accommodated for Hobby: 25 Levels: All grades Slides	Best time to contact: During a.m. Notice of one week required
Bird, Steve D.D.S. 124 E. Main St. Harrisville, WV 26362	Steve Bird	643-2334	Dentist Levels: All grades Resource Person No. Accommodated: Any size	Best time to contact: 1:00 to 5:00 p.m. Notice of one week required Best time for visit: Any day before 11:00 a.m.
Britton, Ruby 725 Cooper St. Harrisville, WV 26362	Ruby Britton	643-2307	Ceramics Sewing Levels: 8 thru 12 Resource Person No. Accommodated: 25 to 30 Display of finished ceramics	Best time to visit: Anytime Notice of two to three days required Contact anytime

RITCHIE COUNTY

FIRM NAME	CONTACT PERSON	TELEPHONE NUMBER	TYPE OF TOUR, RESOURCE PERSON, AND NUMBER ACCOMMODATED	TOURS THAT CAN BE GIVEN, BEST TIME TO VISIT, AND BEST TIME TO CONTACT
Bonar, Robert Raiquel Funeral Home Harrisville, WV 26362	Robert Bonar	643-2913	Travel — China during World War II Levels: High School No. Accommodated: Class Travel Slides of England; Paris, France; and Normandy Beaches	Best time to visit: Day-to-day basis depending on work at the funeral home Contact: Anytime
Cain, Hazel Route 1, Cairo, WV 26337	Hazel Cain	Home: 628-3368 Shop: 628-3353	Wildflowers - Greenhouse Level: All grades No. Accommodated: To be determined on contact Resource Person and Tour Visit greenhouse would be best in the spring while we have our plants	Best time to visit: Determined on contact Contact: Anytime
Cairo Water Works Cairo, West Virginia 26337	Cairo Town Council (If no one at the water works, call Mayor - 628-3849/ Mona Region - 628-3207)	628-3809	Waterworks - Water Purification Level: All grades No. Accommodated: Size depends on age group Tour	Contact during the day Notice of one week required
Campbell, Ellen (Mrs.) 609 E. Main St. Harrisville, WV 26362	Ellen Campbell	643-2152	Beautician Owner of Ellen's Beauty Shop Level: 12 No. Accommodated: One-to-one basis Resource Person	Notice of one week required Best time to contact: Tuesday or Wednesday

"I TAUGHT THEM ALL"

By Naomi John White
Stillwater High School
Stillwater, Oklahoma

I have taught in high school for 10 years. During that time I have given assignments, among others, to a murderer, an evangelist, a pugilist, a thief and an imbecile.

The murdered was a quiet boy who sat on the front seat and regarded me with pale blue eyes; the evangelist, easily the most popular boy in the school had the lead in the junior play; the pugilist lounged by the window and let loose at intervals a raucous laugh that startled even the geraniums; the thief was a gay-hearted Lothario with a song on his lips; and the imbecile a soft-eyed little animal seeking the shadows.

The murdered awaits death in the state penitentiary; the evangelist has lain a year now in the village churchyard; the pugilist lost an eye in a brawl in Hong Kong; the thief, by standing on tiptoe, can see the windows of my room from the county jail; and the once gentle-eyed little moron beats his head against a padded wall in the state asylum.

All of these pupils once sat in my room, sat and looked at me gravely across worn brown desks. I must have been a great help to these pupils--I taught them the rhyming scheme of the Elizabethan sonnet and how to diagram a complex sentence.

NASA

DECISION BY CONSENSUS

By Jay Hall

INSTRUCTIONS: This is an exercise in group decision making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the task of the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

On the "Group Summary Sheet" place the individual rankings made earlier by each group member. Take as much time as you need in reaching your group decision.

Name ____________

Group ___________

LOST ON MOON EXERCISE

DECISION FORM

By Jay Hall

INSTRUCTIONS: You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important, and so on through number 15 the least important.

____ Box of matches

____ Food concentrate

____ 50 feet of nylon rope

____ Parachute silk

____ Portable heating unit

____ Two .45 calibre pistols

____ One case dehydrated Pet milk

____ Two 100 lb. tanks of oxygen

____ Stellar map (of moon's constellation)

____ Life raft

____ Magnetic compass

____ 5 gallons of water

____ Signal flares

____ First aid kit containing injection needles

____ Solar-powered FM receiver-transmitter

THINKING OF BRINGING CAREER EDUCATION TO YOUR SCHOOL SYSTEM

Many local boards of education and school administrators are hearing about career education, but with all the existing priorities and problems they have reservations about taking on anything new. If your local school system is contemplating career education, these suggestions may prove helpful.

Get the Facts

The various concepts of career education are not new, but many of the components of career development revolve around basic educational processes, success-proven with a new diversion...in the last two or three years. Progressive school systems recognize the impact that career education can have on their schools and their community. Therefore, it will benefit your board to find out exactly what career education is, how it works, what it will cost, and what components of career education are working successfully in neighboring communities. Invite a career education teacher and a school administrator to speak before your school board. Encourage local community and business leaders to question them regarding the basic concepts of career education including which components could realistically be added to your total school program within the next year. Secure curriculum guides from national or state models and visit nearby sites recommended by your speakers or your state department of education career education consultants.

Look into the Cost

As you consider which components of career education (examples: elementary self awareness, grades 1-3, comprehensive mini-prevocational clusters, job placement centers, etc.) you would like to implement, first secure budgets from established programs. Most educators agree that implementation at the elementary 1-6 grades is least expensive. This component or phase can be instituted with only a two week curriculum for elementary teachers.

Hire a Leader

School systems have found it wise to hire a career development specialist at least 12 months prior to the establishment of any career education component. This allows for sound planning, budget preparation, re-training of personnel, collection of materials, aids and equipment, and re-structuring of the curriculum. The career education specialist should hold orientation sessions with board members, school board staff, principals, curriculum directors, and guidance counselors. He should visit as many sites as possible to collect ideas, concepts and materials that have proven successful. This will save time and money - it will prevent the system from re-inventing the wheel. He should also meet with state department of education personnel and college officials to secure funding, plan for teacher training, and design follow-up activities for all personnel involved. Attendance at national, regional, and state career education conference will advance his thinking and keep him up-to-date on policy, funding and national trends.

Develop a Management Model

With the help of state department of education consultants, it will prove wise to design a local management guide for administering the career education components. Administration policies should be coordinated through existing channels; however, new concepts for instruction, released time, travel arrangements, team teacher meetings, job placement center operations, and faculty involvement with business, government agencies, and industry will demand new management objectives, procedures and evaluation instruments.

Key administrators, counselors, and vocational leaders should plan for a five day retreat or workshop to review the various components which will make up the career education program the first year. After a review of the students and teachers involved, a 12 month management plan should be designed around the school's calendar of events with new career development activities inserted. Advisory committee members may be invited to attend selected planning sessions.

Contract for Teacher Re-Training

One of the first items the management model should include is teacher retraining or upgrading. Secure the services of an educational consultant or approach a career education center at a teacher training college or university. Plan summer workshops and short institutes including a meaningful series of follow-up activities for at least 10 months after the initial instruction. Plan for the preparation of curriculum guides, the establishment of a resource center for your teachers and a system for exchanging ideas and materials that prove successful at the classroom level. If cost factors are prohibitive, select only one teacher from each grade level for intensive re-training. This teacher can return to the school as a teacher-trainer or grade-level-leader to assist others with the implementation of career education. Training of teachers may follow several patterns. Check to be sure your teachers will receive practical and realistic techniques and materials that are classroom ready and appropriate for your community.

Involve the Total Community

Career education, to be successful, must utilize the entire community. Selected community, industrial, and business leaders should be involved from the early planning stages. Vocational education personnel can assist by naming local leaders with intensive interests in the practical needs of students. Parents and students should be included on planning, steering, and advisory committees. Do not overlook a cross section of the community; include minority groups, civic organizations, and the informal power structure. Include all of these at the appropriate time to review your managemend model. Secure commitments and assign responsible citizens to selected tasks. This involvement will bring about responsibility, purpose, and the total local support needed for successful innovate change.

Built-in Evaluation Procedures

Step-by-step evaluation procedures should be built into each phase of the management model. Some models indicate a three man evaluation team appointed by the school superintendent responsible for both formal and "spot" evaluation visits to career components in operation and teacher training workshops. Additional feed back is necessary from the business community, parents, minority groups, and most importantly students. Students should be included at all levels, from school board decisions to job placement services. The utilization of third party teams for evaluation is questionable due to cost and the real need for a locally designed and operated series of activities. Regardless of the evaluation procedure used, it needs to be well planned and scheduled in the total calendar. When problems or weaknesses are identifies, steps must be taken to move with meaningful alternatives.

Summary

Americans have been noted for trying new things because they didn't know they wouldn't work. But the whole interlocking sequence of American Progress and invention was based on a willingness to try the new and discard the old. This same approach may be used in the 1970's to move career education in America.

Programs and components of career education do not just happen. They are well planned and carried out with purpose. Long range program objectives must be compatible with short term individual career objectives of students. Components such as career awareness, occupational skill training, guidance, and job placement must provide for individual differences.

As your school system looks to the possibilities and potential of career education, get the true facts, review the budget carefully, select a dynamic leader, design an administrative guide, prepare for teacher training, involve the community, and make evaluation a working part of the total education plan.

T-3

ANALYSIS OF LINCOLN COUNTY STUDY

Source of Data	Results of Analysis		
Students in grades 1-6	All F ratios significant at the 0.01 level LA:F=7.32 MA:F=14.30 OA:F=14.84	adjusted posttest means CEG % > CG LA: 11% MA: 24% OA: 18%	
Students in grades 7-8	Both F ratios were non significant AT: F=4.74 CT: F=2.27		
Students in grades 9-10	Both F ratios significant at the 0.05 level AT: F=4.81 CT: F=15.10		
Students in grades 4-8	CEG 64%	CG 41%	OSG 57%
Parents of students in grades 1-12	74% of questions answered in affirmative		
Teachers of students in grades 1-12	89% of questions answered in affirmative		
Business and Industrial Personnel	89% of questions answered in affirmative		

FALLOUT SHELTER EXERCISE

Module No. 4 Correlation: Social Studies

I. GOAL:

After teachers have directed learning activities in this and other units, the student should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss the reasons why jobs exist and their importance.

III. TEACHER PREPARATION:

A. Teacher Notes

Occupations are created out of a need for the service. More importance should not be attached to one or the other job. The skills needed are dependent upon the task which is to be performed.

B. Materials and Equipment

1. Scissors
2. Felt Tip Pen
3. 3 x 5 Cards

IV. LEARNING ACTIVITIES:

A. Fifteen different occupations are requested and there is only room for six in the fallout shelter. Who might best build a new society?

1. Sanitary Engineer
2. Clergyman
3. Farmer
4. Physician
5. Carpenter
6. Dentist
7. Educator
8. Electrician
9. Psychologist
10. Nutritionist
11. Nurse
12. Lawyer
13. Forester
14. Mechanic
15. ______________

V. EVALUATION:

The teacher will evaluate the student through discussion as to what they have learned about the worth and dignity of work.

VI. RESOURCES:

A. Books

1. Utopia, T. Penguin, Washington Square Press, 118 North Hampton Avenue, Washington, D. C. 27154.

SUMMARY RESEARCH INFORMATION ON CAREER EDUCATION*

Source of Data	Number in Sample**				TEST INSTRUMENT	Method of Analysis	Results of Analysis		
	CEG	CG	NCG	OSG					
Students in grades 1-6	214	205			California Language Achievement Test (LA) devised by Ernest W. Tiegs and Willis W. Clark California Mathematics Achievement Test (MA) devised by Ernest W. Tiegs and Willis W. Clark Occupational Awareness Test (OA) devised by Thomas E. Woodall, Billy J. Burton, Daryle G. Elkins and Herbert B. Holstein	Analysis of Covariance and Percentage Difference On Adjusted Posttest Means	All F ratios significant at the 0.01 level LA:F=7.32 MA:F=14.30 OA:F=14.84	adjusted posttest means CEG % > CG LA: 11% MA: 24% OA: 18%	
Students in grades 7-8	80	79			Career Maturity Inventory (CMI) Attitude Test (AT) devised by John O. Crites Career Maturity Inventory (CMI) Competence Test (CT) devised by John O. Crites	Analysis of Convariance	Both F ratios were non significant AT: F=4.74 CT: F=2.27		
Students in grades 9-10	65	68					Both F ratios significant at the 0.05 level AT: F=4.81 CT: F=15.10		
Students in grades 4-8	522	340		346	Career Education Scale-Student devised by Joseph G. Freund	Degree of implementation of career education activities	CEG 64%	CG 41%	OSG 57%
Parents of students in grades 1-12			794		Parent Opinion Survey devised by LeVene A. Olson	Percentage Favorable	74% of questions answered in affirmative		
Teachers of students in grades 1-12			78		Teacher Opinion Survey devised by LeVene A. Olson	Percentage Favorable	89% of questions answered in affirmative		
Business and Industrial Personnel			30		Business and Industrial Opinion Survey devised by LeVene A. Olson	Percentage Favorable	89% of questions answered in affirmative		

* LeVene A. Olson, A Study of Elementary and Secondary Career Education in Lincoln County (Huntington, West Virginia: Marshall University, January, 1974), pp. 5-20.)

** Sample Groups: CEG-Career Education Group, CG-Control Group, NCG-Non Comparison Group, and OSG-Out of State Career Education Group.

T-2
and
H-7

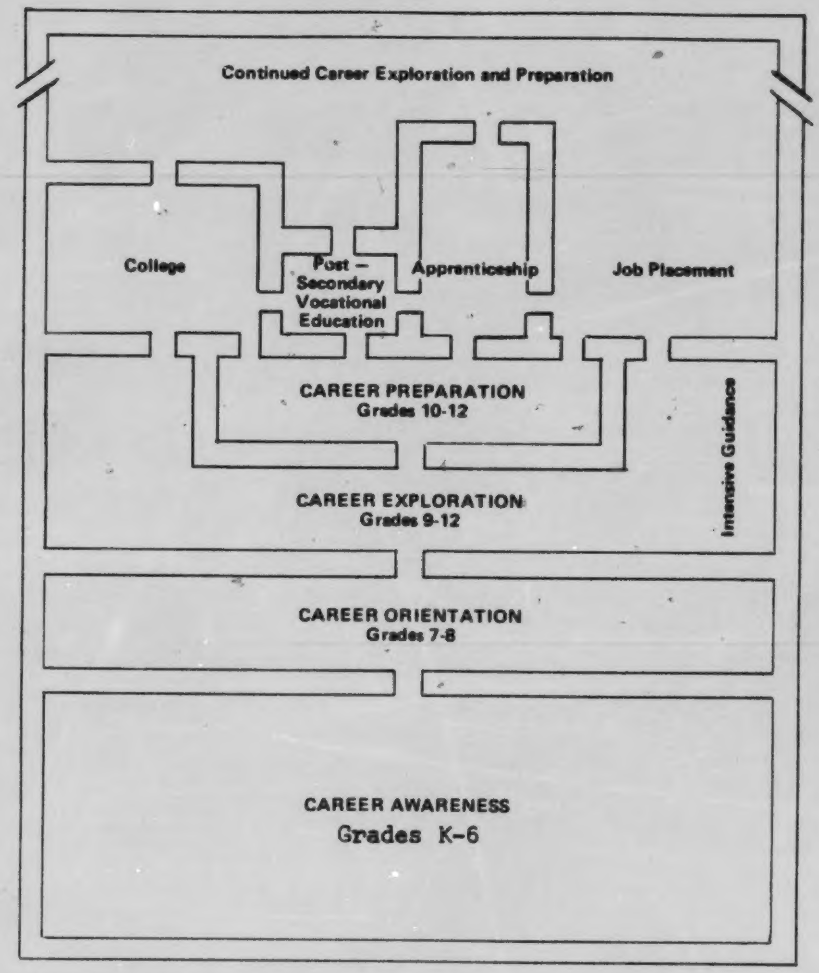

Continued Career Exploration and Preparation
College
Post – Secondary Vocational Education
Apprenticeship
Job Placement
CAREER PREPARATION
Grades 10-12
Intensive Guidance
CAREER EXPLORATION
Grades 9-12
CAREER ORIENTATION
Grades 7-8
CAREER AWARENESS
Grades K-6

Figure 1. Career Education Components.
For Grades K-14 in Lincoln County,
West Virginia

PROFESSOR'S PERFORMANCE RATING SCALE

Name of Professor ____________________ Class ______________

PERFORMANCE FACTORS	Far exceeds job requirements	Exceeds job requirements	Meets job requirements	Needs some improvement	Does not meet minimum requirements
QUALITY	Leaps tall buildings with a single bound	Must take a running start to leap over tall buildings	Can only leap over a short building, or medium with no spires	Crashes into buildings when attempting to jump over them	Cannot recognize buildings at all, let alone jump
TIMELINESS	Is faster than a speeding bullet	Is as fast as a speeding bullet	Not quite as fast as a speeding bullet	Would you believe a slow bullet?	Wounds itself with bullets when attempting to shoot gun
INITIATIVE	Is stronger than a locomotive	Is stronger than a bull elephant	Is stronger than a bull	Shoots the bull	Smells like a bull
ADAPTABILITY	Walks on water consistently	Walks on water in emergencies	Washes with water	Drinks water	Passes water in emergencies
COMMUNICATION	Talks with GOD	Talks with the angels	Talks to himself	Argues with himself	Loses those arguments

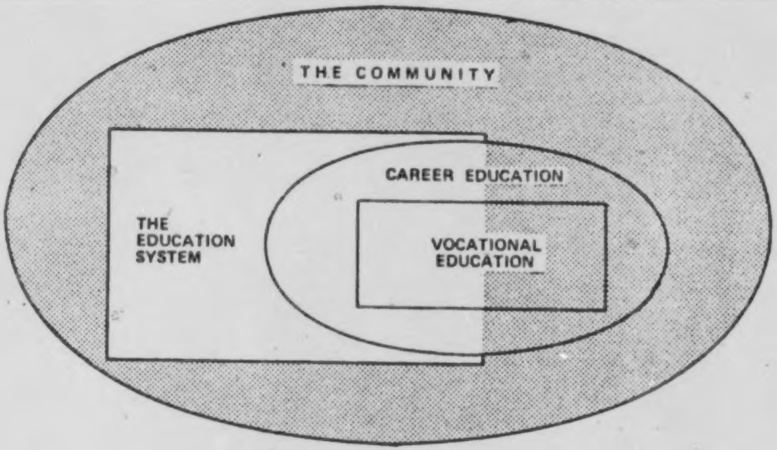
H-15

GAME -- Ice Breaker - Work Values

1. Hand-out - 3 blank cards to each person.
2. Write one work value on each card.
3. Divide into groups of 4.
4. Discard 2 (one at a time) of your values - giving reasons why you would be willing to give up these values.
5. Have each person tell why they kept the one value remaining.

FIGURE 1

CAREER EDUCATION'S PLACE IN EDUCATION


THE COMMUNITY
CAREER EDUCATION
THE EDUCATION SYSTEM
VOCATIONAL EDUCATION

DOODLE SHEET

TECHNIQUES TO EFFECTIVELY COMMUNICATE THE CAREER EDUCATION CONCEPT

ALL GRADES
(K-12 Adult)

Discussions on
Decision Making

How You Act!

Advisory Committees

Presenting a Comprehensive Model

Gifted Students

Parents

Audio-Visual
Presentation

Academic/Vocational

School Board Members

Counselors

Formal
Presentation

Principals

Teachers

Steering Groups

What You Say!

DOODLE SHEET

CAREER EDUCATION

INTERLOCKING

JOB PLACEMENT
CENTERS

FUSING

INDIVIDUALIZED
INSTRUCTION

REAL WORLD

VOCATIONAL
EDUCATION

MINI PRE-VOCATIONAL

SELF UNDERSTANDING

DROPOUTS

INTERDISCIPLINARY

CAREER AWARENESS

GROUPING

I can solve a quadratic equation, but I cannot keep my bank balance straight.

I can solve a differential equation, but I cannot use the metric system.

I can name the kings of England since the War of Roses, but I do not know the qualifications of the candidates in the coming election.

I know the economic theories of Malthus and Adam Smith, but I cannot live within my income.

I can recognize the "leit-motiff" of a Wagner opera, but I cannot tune a simple engine.

I can explain the principles of hydraulics, but I cannot fix a leak in the kitchen faucet.

I can read the plays of Moliere in the original, but I cannot order a meal in French.

I have studied the psychology of James and Tichener, but I cannot control my temper.

I can conjugate Latin verbs, but I cannot write legibly.

I can recite lines of Shakespeare, but I do not know the exact wording of the Declaration of Independence, Lincoln's Gettysburg Address, or the Twenty-Third Psalm.

I can work senior high math all day but I cannot use a ruler.

I have a general diploma but I cannot find a job.

I MAY BE EDUCATED BEYOND MY INTELLIGENCE.

EDUCATIONAL GOALS FOR WEST VIRGINIA

PRIORITY LEVEL I:

Each individual shall--

acquire mastery of the skills needed for reading, writing, speaking, perceiving and using numbers.

PRIORITY LEVEL II:

Each individual shall--

develop and maintain the ability to form ideas, to seek out answers, to reason, and shall have a positive attitude toward learning;

acquire the skills, understanding, and appreciation necessary for relating to and working with other people;

acquire knowledge and understanding of society's social, economic, and political systems, and shall acquire an understanding of personal relationship to them;

acquire the skills, knowledge, and understanding necessary for leading a healthy and safe life;

select and prepare for a job appropriate to personal needs and abilities and the changing needs of society;

acquire a sense of self-respect through an understanding and appreciation of his/her abilities, needs, interests, goals, and worth;

acquire the knowledge, habits, and attitudes of a responsible citizen.

PRIORITY LEVEL III:

Each individual shall--

acquire the ability to develop basic values and ethical principles and apply them to life;

improve his/her capacity to respond to the needs and responsibilities which occur in daily living;

gain the capacity to respond successfully to a changing world;

gain knowledge and appreciation of how people grow and develop within the context of family and community life;

acquire knowledge and appreciation of the environment and recognize personal responsibility for its quality.

PRIORITY LEVEL IV:

Each individual shall--

develop creative talents;

develop interests and skills in leisure activities.

HANDOUTS

1. Cipher In The Snow
2. Straight Answers On Career Education
3. Thinking Of Bringing Career Education To Your School System
4. Occupational Clusters (Specific Subject Areas)
5. "I May Be Educated Beyond My Intelligence"
6. "I Taught Them All"
7. Comprehensive Career Education For Grades K-14 In Lincoln County, West Virginia
8. Community Resource Questionnaire
9. "Career Education — Where Are We Going?"
10. Career Education Today
11. Educational Goals for West Virginia
12. Fallout Shelter
13. NASA Lost On Moon Exercise
14. Work Values Game
15. Professor's Performance Scale
16. Doodle Sheets
17. Summary Research Information On Career Education

TRANSPARENCIES

1. Career Education's Place In Education
2. Comprehensive Career Education For Grades K-14 In Lincoln County, West Virginia
3. Analysis Of Lincoln County Study

Item 3

MATERIALS ORDERED BY REGION V, REGIONAL EDUCATION SERVICE AGENCY CAREER EDUCATION PROJECT FOR CAREER RESOURCE CENTERS

SENIOR HIGH

Occupational Outlook Handbook	$ 7.00
Popeye Career Awareness Comic Books	4.00
Career World Subscription - Renew for next school year, 1976-77	3.20
Vocational Guidance Series	82.50
ARCO Rosen Career Series	60.00
Hello World Series	25.19
Career Mathmatics	8.00
	$189.89

JUNIOR HIGH

Career World Subscription Renewed	$ 3.20
Popeye Career Awareness Comic Books	4.00
Occupational Outlook Handbook	7.00
Hello World Series	25.19
Career Mathmatics	8.00
	$ 47.39

SINGER GRAFLEX

GOAL: TO CREATE AN AWARENESS OF THE CAREER OPTIONS AVAILABLE IN SPECIFIC SKILLS AREAS.

A. Objectives:

a. Develop an awareness of how academic subject areas interrelate with manipulative skill areas.

b. Recognize that occupations tend to cluster in several ways. (Fifteen of the U. S. Office of Education design is used).

c. Provide the individual with an exposure to the skills required in various occupations through "hands-on" experience.

d. Provide an opportunity for the individual to gain experiences in two simulated work related roles and settings.

e. Provide the individual with career education materials in an exit interview to utilize with students in the classroom setting.

B. Expected Outcomes:

a. Three hundred professionals in Region V will have a broader awareness of at least two hundred related jobs.

b. Teachers will have greater expertise and knowledge of the career areas covered in the program which can then be utilized in communicating with students in the classroom.

c. The professionals will be more knowledgeable in the relationships of academic subject areas as they interrelate with career skill areas.

d. More resource personnel within each individual school system will be available to assist students in career exploration and decision making.

e. Increased awareness and use of materials available from the RESA V Career Education Project.

C. Benefits to Students:

Students will:

a. Have a greater awareness of the occupations related to specific skill areas.

b. Have a more specific understanding of the necessary academic and manipulative skills for entry into the world of work.

c. Understand the relationship between academic subject areas and skills required for competing in specific areas.

d. Have greater exposure to occupation exploration activities that will significantly improve the career decision-making process before exit from the secondary school.

D. Program Process:

a. Participants will complete a pre-career education survey form to assist the Region V Career Education Staff in evaluating the effectiveness of the awareness project.

b. Orientation by the consultant. A facilitator/consultant will explain to each participant how the Singer Graflex unit works and and familiarize them with the controls.

c. Enter the exploration work station. The work station is oriented to self-study. The participant engages in goal-directed work. Each station is outfitted with a variety of industrial tools and covers a specific work area. Directions are given by a sound/filmstrip device which is completely controlled by the participant for self-pacing purposes. Each station is self contained, outfitted with tools appropriate to the work station function, and has a supply of consumable materials needed by the participants to complete the task.

d. After completion at the work station, the participant will complete the post survey and go through an exit interview with the consultant/facilitator in a sense a debriefing session.

e. Each participant will receive career education materials that can be used in the classroom. These materials will become the property of the participant and may remain in their particular school and room.

V. BENEFITS TO STUDENTS:

Students will:

1. Have a greater awareness of the occupations related to specific skill areas.

2. Have a more specific understanding of the necessary academic and manipulative skills for entry into the world of work.

3. Understand the relationship between academic subject areas and skills required for competing in those specific areas.

4. Have greater exposure to occupation exploration activities that will significantly improve the career decision making process before exit from the secondary school.

VI. PROGRAM PROCESS:

1. Participants will complete a pre-career education survey form to assist the Region V Career Education staff in evaluating the effectiveness of the awareness project.

2. Orientation by the consultant. A facilitator/consultant will explain to each participant how the Singer Graflex unit works and familiarize them with the controls.

3. Enter the exploration work station. The work station is oriented to self-study. The participant engages in goal-directed work. Each station is outfitted with a variety of industrial tools and covers a specific work area. Directions are given by a sound/filmstrip device which is completely controlled by the participant for self-pacing purposes. Each station is self contained, outfitted with tools appropriate to the work station function, and has a supply of consumable materials needed by the participant to complete the task.

4. After completion at the work station, the participant will complete the post survey and go through an exit interview with the consultant/facilitator in a sense a debriefing session.

5. Each participant will receive career education materials that can be used in the classroom. These materials will become the property of the participant and may remain in their particular school and room.

VII. SUGGESTED CRITERIA FOR SELECTION OF PARTICIPANTS - SINGER GRAFLEX WORKSHOP:

1. Interest (expressed or demonstrated) in career education.
2. Willing to provide own transportation to and from center.
3. Available for time scheduled.
4. Interested in participating and utilizing information received.

TIME LINE/RESPONSIBILITY CHART FOR SINGER GRAFLEX TRAINING PROJECT

I. PARTICIPATION SELECTION:

37 participants per county - final selection by superintendent or person designated

Criteria - 4 areas that should be looked at while considering the participant selection

Principal selects the professional he/she who best meets the criteria

Forms Complete - the selected professional completes the attached application form and returns to RESA V.

Center Assignment - The RESA V staff will make assignments to centers based on application form

II. CONSULTANT RESOURCE PERSON:

Responsibilities will include:

Scheduling participants into the Center for the training

Maintain Units - See that units are stocked with materials and in proper working order

Administer Survey Form -

Orientation - Explain to participant how the system works and what is expected from the participant

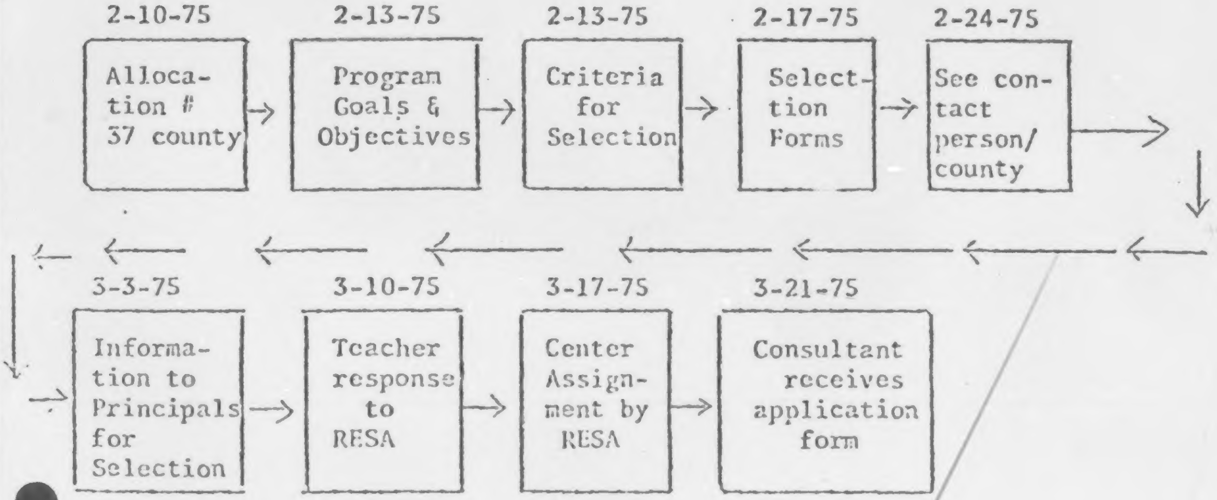
Hands-On - Have the participant actually complete the task

Exit Interview - Debrief the participant and provide hand-out materials

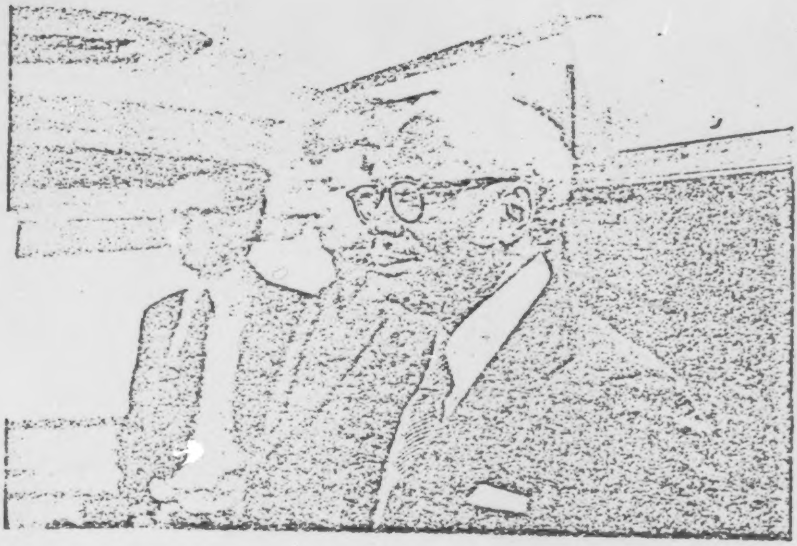
III. EVALUATION:

Pre-test
  1. Attitude
  2. Facts

Post-test
  1. Attitude
  2. Facts


2-10-75
Allocation # 37 county
2-13-75
Program Goals & Objectives
2-13-75
Criteria for Selection
2-17-75
Selection Forms
2-24-75
See contact person/county
3-3-75
Information to Principals for Selection
3-10-75
Teacher response to RESA
3-17-75
Center Assignment by RESA
3-21-75
Consultant receives application form

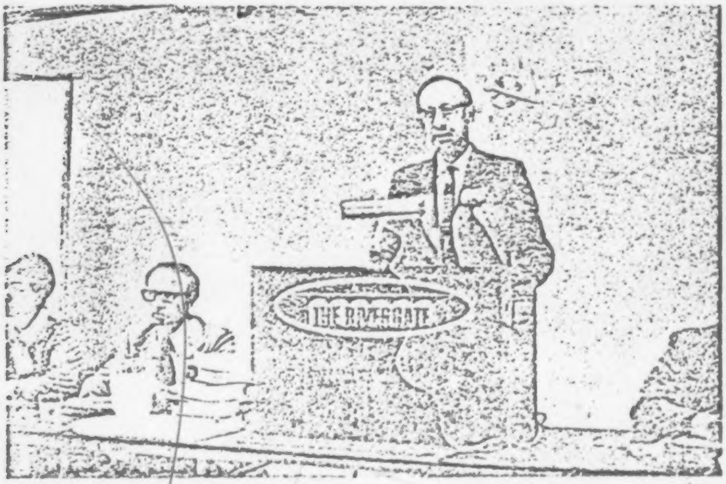
Item 5



Mr. James Warren, U. S. Office of Education, Philadelphia, Pa., is observing curriculum materials on Mobile Training Resources Center on loan to the Region V Career Education Project from the West Virginia Department of Education

Nancy Rhett from the U. S. Office of Education, Washington, D. C. during a break period at the on-site visit

Item 6

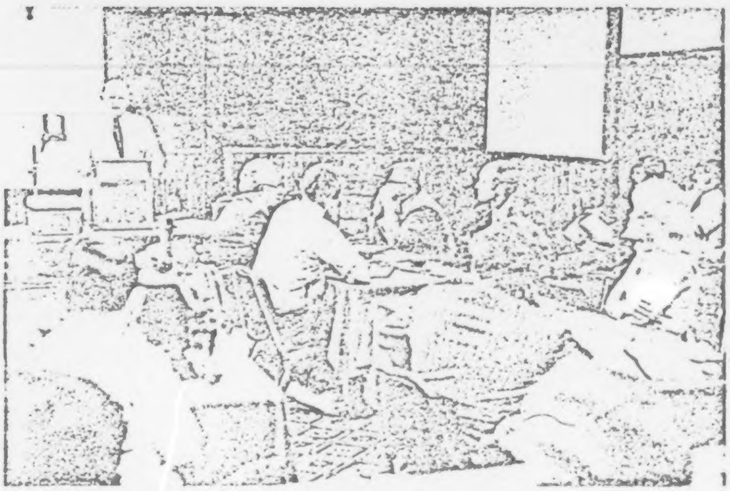


Dr. Sidney High, Jr., presided at the session making introductions.

Career Education Presentations at the International Reading Association, 19th Annual Convention, New Orleans, Louisiana

May 1-4, 1974

Item 7



Dr. Alton C. Crews making a major presentation
to the Career Education Institute for Principals
June 24-28, 1974, Parkersburg, W. Va.

Item 8

THE PARKERSBURG NEWS
AUGUST 2, 1974

CAREER WORKSHOP — Among teachers participating in a career education curriculum workshop at North Bend State Park were: Grace Nocida, Parkersburg High School; Paula Cottle, Tyler County High School; Susan Armstrong, Tyler county substitute teacher; Mary Gramlich, Hamilton Junior High School; and Sandra Hayes, Palestine Elementary School.

Career Education Given New Emphasis

Career education curriculum units to be used in area schools this year have been revised and edited — hopefully to make a direct impact upon the performance level of boys and girls at all educational levels.

The curriculum units were revised by 10 teachers from Roane, Jackson, Wirt, Wood, Tyler, Pleasants and Ritchie counties during a week - long workshop at North Bend State Park.

From the North Bend workshop will come materials that the individual teachers in Region V schools can implement into the classroom. The added emphasis on career education at national, state and local levels stems partially from the results of a study conducted in West Virginia by Dr. LeVene Olson, of Marshall University, which showed that when the career education concepts are used in the classroom, significant gains are made by students in the academic areas of math, science, and language arts.

The Region V Career Education Project responsible for producing the curriculum materials is funded through federal, state, and local funds with an emphasis upon preparing boys and girls in today's schools for a better understanding of self and the world of work. A great many educators feel that this is an important concept that will help boys and girls of today be better prepared to assume the many roles in the society of tomorrow.

Teachers participating in the workshop were: Ms. Paula Cottle and Ms. Susan Armstrong from Tyler county; Lewis Cottrell, Ms. Lois Marks, and Ms. Ann Langford from Ritchie county; Ms. Mary Gramlich and Ms. Grace Nocida, Wood county; Ms. Sandra Hayes, Wirt county; Ms. Sharon Gouchenour; Jackson county; and Ms. Betty Fleming, Roane county.

Item 9

Ravenswood News
Fri., Aug. 9, 1974

MRS. BETTY Fleming [left], a language arts teacher at Spencer Junior High School, Roane County, and Mrs. Sharon Gouckenour, a second grade teacher at North Elementary, Ravenswood, were among teachers who participated in a career education workshop at North Bend State Park recently.

Region V Teachers Attend Career Education Workshop

Ten Teachers representing Roane, Jackson, Wirt, Wood, Tyler, Pleasants, and Ritchie Counties, spent one full week at North Bend State Park revising and editing career education curriculum units for use in Region V schools this coming year.

Career education is receiving a much closer look at the national, state and county level. This is being done partially as a result of a study done in West Virginia by Dr. LeVene Olson of Marshall University, showing that when the career education concepts are used in the classroom, significant gains are made by students in the academic areas of math, science and language arts. From the North Bend Workshop will come materials that the individual teachers can implement into the classroom, thus, making a direct impact upon the performance level of boys and girls at all educational levels.

The Region V Career Education Project responsible for producing the curriculum materials is funded through federal, state and local funds, with an emphasis upon preparing boys and girls in today's schools for a better understanding of self and the world of work. A great many educators feel that this is an important concept that will help boys and girls of today be better prepared to assume the many roles in the society of tomorrow.

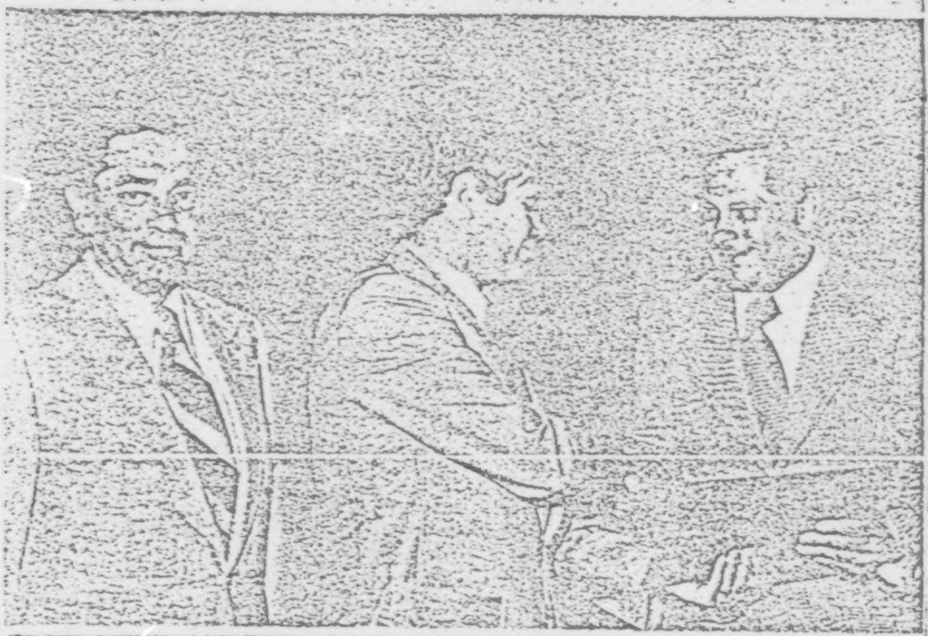
Teachers participating in the workshop were: Ms. Paula Cottle and Mrs. Susan Armstrong from Tyler County; Lewis Cottrell, Mrs. Lois Marks and Mrs. Ann Langford from Ritchie County; Mrs. Mary Gramlich and Miss Grace Nocida, Wood County: Mrs. Sandra Hayes, Wirt County; Mrs. Sharon Gouckenour, Jackson County; and Mrs. Betty Fleming, Roane County.

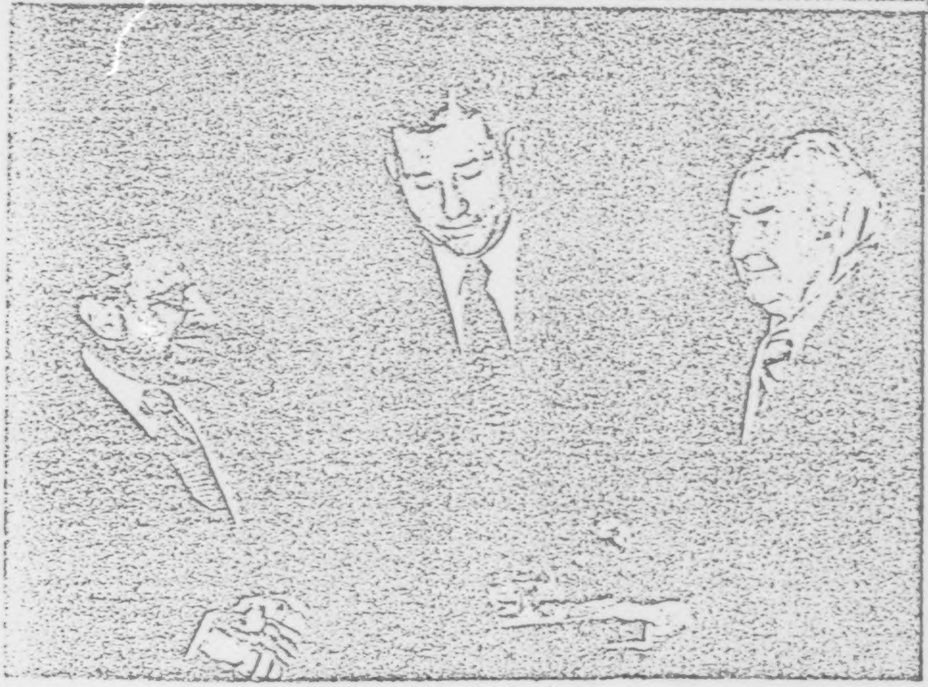
Item 10

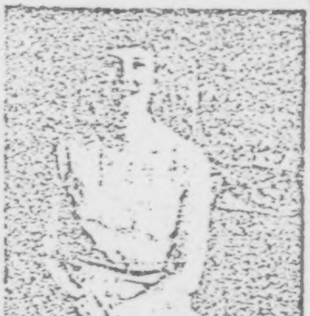
Jackson Herald

May 23, 1975

Vocational Educators Recognized - - -







TOP PHOTO: John Ray, center, received the Outstanding Career Educator award from Clarence Burdette, assistant state superintendent of schools for vocational education. At left is James McCartney, Secretary of State.

CENTER PHOTO: The Rev. Carl Dodrill, chairman of the Arch A. Moore Jr. Advisory Council, accepts the council award and congratulations from Dr. Calvin Deilefield, left, executive director, National Advisory Council for Vocational Education, and Theroid Funk, right, a member of the State Advisory Council on Vocational Education.

education instructor, was recognized for her outstanding

ABOVE: Mrs. Betsy Adams was recipient of the

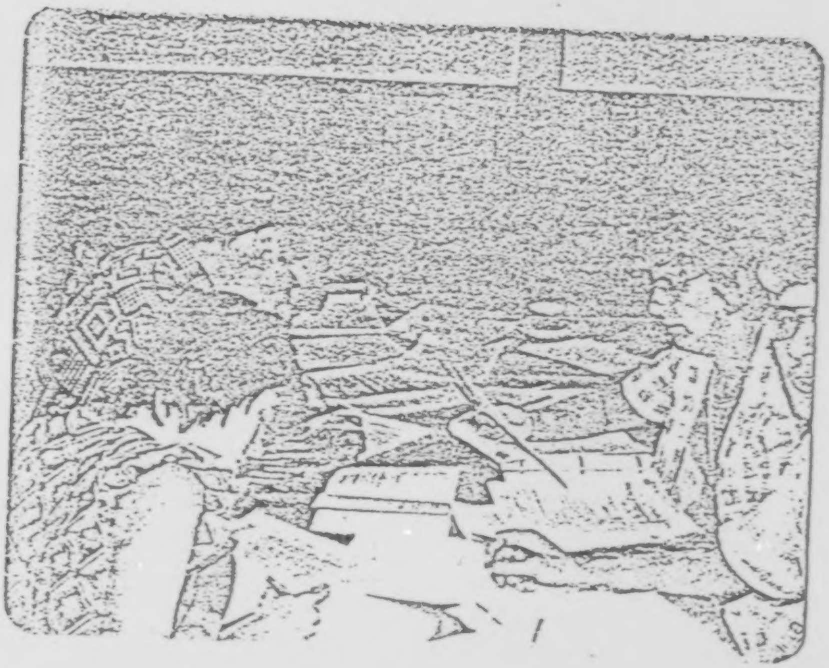
562

Item 11

48 The Parkersburg News Thursday, May 1, 1975

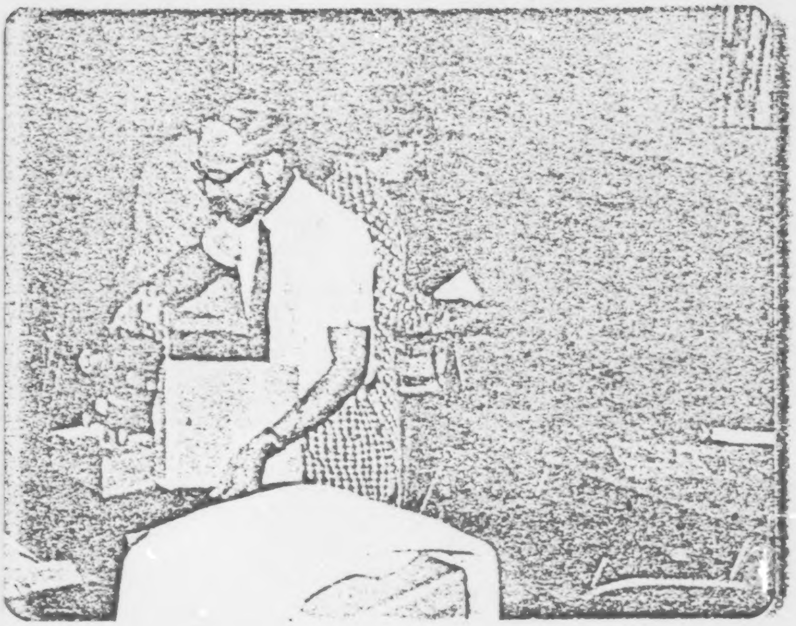
CAREER PRACTICUM — A Career Education Practicum, VTE 579, offered through Marshall University and taught by Dr. LeVene Olson, was recently concluded at Parkersburg South High School. Participants included Elizabeth Rickett, Kay Malone, Sue Hamilton, Robert Sadler, Wood county; Dr. LeVene Olson, Marshall University; Debra Spicer, Wirt county; and Elizabeth Casto, Jackson county.

Item 12



JOHN ARMSTRONG, JOYCE BROWN, ELLEN PARSONS AND ROBERT FLINT WORK ON THE CAREER EDUCATION CONSULTANTS' PACKAGE AT SUMMER WORKSHOP.

Item 13



Edgar Backus, one of the trained consultants in the summer Career Education Workshop conducts an in-service training session at Smithville Elementary School in Ritchie County

The Parkersburg

Daily Started February 8, 1883.
Reestablished March 7, 1897.

Parkersburg, West Virginia, Friday Morning, February 6, 1976

News

Item 14

Career Education Meet Is Held in Parkersburg

Over 100 representatives from local school systems throughout West Virginia Thursday night convened at the Holiday Inn here for a three-day statewide dissemination workshop in career education for professional development.

Guest speaker Dr. Alton Crews, county superintendent of schools in Charleston, S. C., explained the goals of the Regional Education Service Agency's (RESA) Region V project and gave a progress report.

The intent of the project is to help students — from kindergarten to grade 12 — to begin thinking about their plans for the future.

It was explained that this program even can be beneficial to younger students by familiarizing them with various occupations and letting them read, in addition to the traditional fairy tales, stories that relate to real-life situations.

"The career educational project is an approach to make education more viable-related to real-life situations," it was pointed out.

Among selective guests at last night's dinner meeting were Bernard Queen, dean at Marshall University; William Deel, assistant dean of Marshall; Lewis Loudermilk, assistant director of secondary and special programs for the W. Va. Dept. of Education; Mike Murphy, director of administration for the Bureau of Vocational and Technical Adult Education; and Ray Miller, Project V coordinator for RESA.

The dissemination workshop, funded by the Bureau of Vocational and Technical Adult Education and sponsored by RESA, Marshall U., and the state educational department will continue through Saturday.

A general session will commence this morning at 9 o'clock for invited educational representatives and continue to 4 p.m., and they'll reconvene from 9 a.m. til noon on Sunday.

Item 15

RAVENSWOOD NEWS

Feb. 1, 1976

County Schools Receive RESA V Career Materials

Ravenswood Junior and Senior High Schools are among schools in Region V receiving career materials through the RESA V (Regional Education Service Agency) Career Education Project.

Chuck Keefer, Career Education Field Coordinator for the RESA V Project in Jackson and Roane Counties, said that over 75 individual career books have already been delivered to Ravenswood High and additional books are scheduled to arrive soon.

The books from the RESA V are to be placed in a career resource center which will give students easy access to them and an opportunity to learn such things as job duties, employment possibilities and education and training requirements for jobs of interest to them. In addition, there are books available which will assist teachers in relating the subjects they teach to careers.

Other county schools receiving the career materials from RESA V include Cottageville, Gilmore, Ripley Junior and Senior Highs and the Arch A. Moore Jr. Vocational, Technical and Adult Education Center.

Item 16

ROANE COUNTY REPORTER

JAN. 29, 1976

Roane Schools Receive Materials

Clover, Linden, Left Hand, Newton, Reedy, Spencer Junior High, Walton Junior High along with both Spencer and Walton High Schools are among schools in Region V receiving career materials through the RESA Career Education Project.

Chuck Keefer, Career Education Field Coordinator for the RESA V Project in Jackson and Roane Counties, said numerous books have already been delivered to the schools and additional books are scheduled to arrive soon.

The books from RESA V are to be placed in a career resource center which will give students easy access to them and an opportunity to learn such things as job duties, employment possibilities and education and training requirements for jobs of interest to them. In addition, there are books available which will assist teachers in relating the subjects they teach to careers.

The Arch A. Moore, Jr., Vocational, Technical, and Adult Education Center also received the career materials.

Item 17

The Parkersburg News
Founded in 1852

James H. Young
Editor

Francis R. Hollendonner
Publisher

Robert J. Hickman
General Manager

Thomas W. Schley
Managing Editor

C. Kenneth Sams
Advertising Manager

Wade W. Trout
Circulation Manager

Parkersburg, W. Va.
519 Juliana St.
Telephone 485-1891

Page Six
Sunday, October 5, 1975

Your Wood County Schools

People Built New School

James D. Dye

Career Education

Wood County Schools are among schools in Region V receiving the new Career Education Curriculum Materials Resource Guide. The guide contains career related teaching activities for primary, intermediate, junior high and senior high grade levels. In addition, there are sections for both administrators and counselors.

The resource guide was developed and field-tested by educators throughout the region who participated in college-credit career education courses offered by Marshall University. The RESA Curriculum Materials Resource Guide is one of the most comprehensive guides developed in West Virginia and is expected to be used in schools outside of Region V.

During the summer, nine educators from Wood County joined with other educators in Region V to attend a one week consultant training workshop in Parkersburg. The workshop prepared them to assist in explaining the curriculum guide and conducting career education in-service. Many nationally know career education figures were presenters at the workshop including: Dr. LeVene Olson, Marshall University; Glenn Smith, Community College, Marshall University; Dr. Bill Cheshire, Georgia Southern College; Dr. Sunny Hansen, University of Minnesota; and Dr. Alton Crews, superintendent of Charleston County (South Carolina) Schools.

While in attendance, the local educators became familiar with the curriculum materials resource guide, learned techniques of conducting in-service programs, and developed career education in-service materials which will be used throughout the region and state. Wood County educators who attended the workshop included: William Gainer, Larry Hattman, Robert Eakins, Kenneth Hart, James R. Bredon, Larry Richards, Joseph Morrison, Lucille Wharton, and David Stephens.

The RESA V Career Education Project is coordinated by Ray Miller and the field coordinator for Wood and Wirt Counties is John C. Lorentz.

Item 18

COUNTY SUPERINTENDENTS' NEWSLETTER

OCTOBER, 1975

PAGE 3

Charleston, W. Va

Academy Zooms In On Career Education

Dr. Alton Crews, South Carolina

The fall meeting of the West Virginia Academy of School Administrators will be October 2-3 at the Geary Student Union, Morris Harvey College, Charleston, according to Walter Snyder of the State Department, who is coordinator of the academy.

For this new school year, the meetings will be on Thursday evening and Friday instead of Sunday evening and Monday, as in the past, Snyder explained.

The conference theme will be "Career Education," and the Thursday evening address will be by Alton Crews, Superintendent of the Charleston, South Carolina, County Schools.

Dr. Crews, a native of Marion, Alabama, has been a coach, science teacher and principal in Florida, Alabama and Georgia. He was a research assistant for Associated Public School Systems at Columbia University and has served as superintendent also in Huntsville, Alabama, and Cobb County Schools in Marietta, Georgia.

In 1967 he was president of the Alabama Education Association and in 1969 was chosen Outstanding Georgia Education, Phi Delta Kappa, at the University of Georgia.

Reactors to Dr. Crews address on "A Rationale for Career Education" will be Ben Horton, principal Gallaher Elementary, Huntington; Jackson L. Flannigan, superintendent, Tyler County; and Hubert Moore, principal, Ben Franklin Vocational, Dunbar.

On Friday morning, Clarence Burdette, Assistant State Superintendent, Bureau of Vocational, Technical and Adult Education, will speak on "Status of Career Education in the Nation's Public Schools with Special Reference to West Virginia."

Reactors will be George McCrum, principal, Piedmont Elementary, Keyser; James Jay, superintendent, Doddridge County; and James Dillinger, principal, Stonewall Jackson High, Charleston.

William Baker, superintendent, Raleigh County, will speak on "The Implementation of Career Education in Raleigh County Schools." The reactor panel will consist of Glenn Everly, principal, Anna Jarvis Elementary, Grafton; Tom McNeel, superintendent, Monroe County; and Norma Winter, principal, Lincoln Junior High Charleston.

After lunch the speaker will be Harold Henderson, Program Director, Appalachia Educational Laboratory, Charleston, who will discuss "Experienced-Based Career Education." Reactors will be Betty J. Buben, principal, Jefferson Elementary, Newell; Gary Smith, superintendent, Hardy County; and Frank Given, principal, Sissonville High.

Item 19

TRAINING AS CONSULTANTS — Teachers, counselors and principals from the eight - county RESA V area are meeting at the Holiday Inn this week to train as consultants in public school career education programs. Yesterday, Dr Sunny Hansen, (right) counseling and psychology professor at the University of Minnesota, discussed the counselor's role in career education.

Educators Meet Here For Career Workshop

More than 40 teachers, counselors and principals from eight - county area are participating in a week - long Career Education Consultants Workshop at the Holiday Inn.

Initiated by a proposal from the Region V Educational Service Agency (RESA-V), the workshop is designed to train educators who will in turn serve as consultants on public school career education programs.

Dr. Lee Olson, associate professor of Occupational, Adult and Safety Education at Marshall University, said the workshop would train individuals "who speak the same language", to share suggestions and ideas on the teaching of career education.

The current emphasis on career education, Olson explained, is part of a nationwide movement that began gaining momentum in 1968. Since then, he said, increasing attention has been given to what happens to students in a career education program.

Viewed in its broadest sense, career education should become an intergral part of the student's education beginning in kindergarten and continuing through high school, Olson said.

He explained that career education is now seen in the wider context of education, work and leisure and the old notion that a student matched himself to the job has been replaced with the idea that a student determines if the job fits him.

The workshop opened Monday with a discussion of general topics: roles participants would be playing, assumptions they make, unrealistic fears, and perceptions of people.

Throughout, Olson said, each participant will be scrutinizing the various speakers, noting their approach to presenting material and ultimately searching fpr a technique he will find comfortable in his own presentations to schools.

In addition to Dr. Olson, workshop leaders and their topics include: Harry Laing, executive director, RESA V, Louis Loudermilk, assistant director of the state Department of Education; and Robert Martin, career education coordinator, state Department of Education, all "The Need of RESA V and the State;" Glenn Smith, director of instruction, community College, Marshall University, "Educational Change;" Dr. Bill Cheshire, chairman of continuous education, Georgia Southern College, "Techniques To Effectively Communicate the Career Education Concept;" Dr. Sunny Hansen, professor of counseling and psychology, University of Minnesota, "Counselor's Role in Career Education Communications Barriers;" Will Edwards, Career Education Coordinator, Mason County Schools, "Communicating the Concept To Members of the Community;" Dr. Alton Crews, superintendent of Charleston County Schools, Charleston, S. C., "Objections To Career Education;" and Adaline Cooper, John Lorentz, Charles Keefer, all RESA V Field Coordinators, "Curricular and In - Service Materials."

The workshop will conclude Friday with mini presentations by each participant.

Item 20

THE JACKSON HERALD
Friday, Sept. 19, 1975
Page B-3

Career Education Curriculum Resource Guide Presented To Schools

Jackson County Schools are among schools in Region V receiving the new Career Education Curriculum Materials Resource Guide.

The guide contains career related teaching activities for Primary, Intermediate, Junior High, and Senior High Grade Levels. In addition, there are sections for both administrators and counselors.

The resource guide was developed and field tested by educators throughout the region who participated in college-credit career education courses offered by Marshall University. The RESA Curriculum Materials Resource Guide is one of the most comprehensive guides developed in West Virginia and is expected to be used in schools outside of Region V.

During the summer, ten educators from Jackson County joined with other educators in Region V to attend a one-week consultant training workshop in Parkersburg. The workshop prepared them to assist in explaining the curriculum guide and conducting career education in-service. Many nationally known career education figures were presenters at the workshop including: Dr. LeVene Olson, Marshall University; Mr. Glenn Smith, Community College, Marshall University; Dr. Bill Cheshire, Georgia Southern College; Dr. Sunny Hansen, University of Minnesota; and Dr. Alton Crews, Superintendent of Charleston County South Carolina Schools.

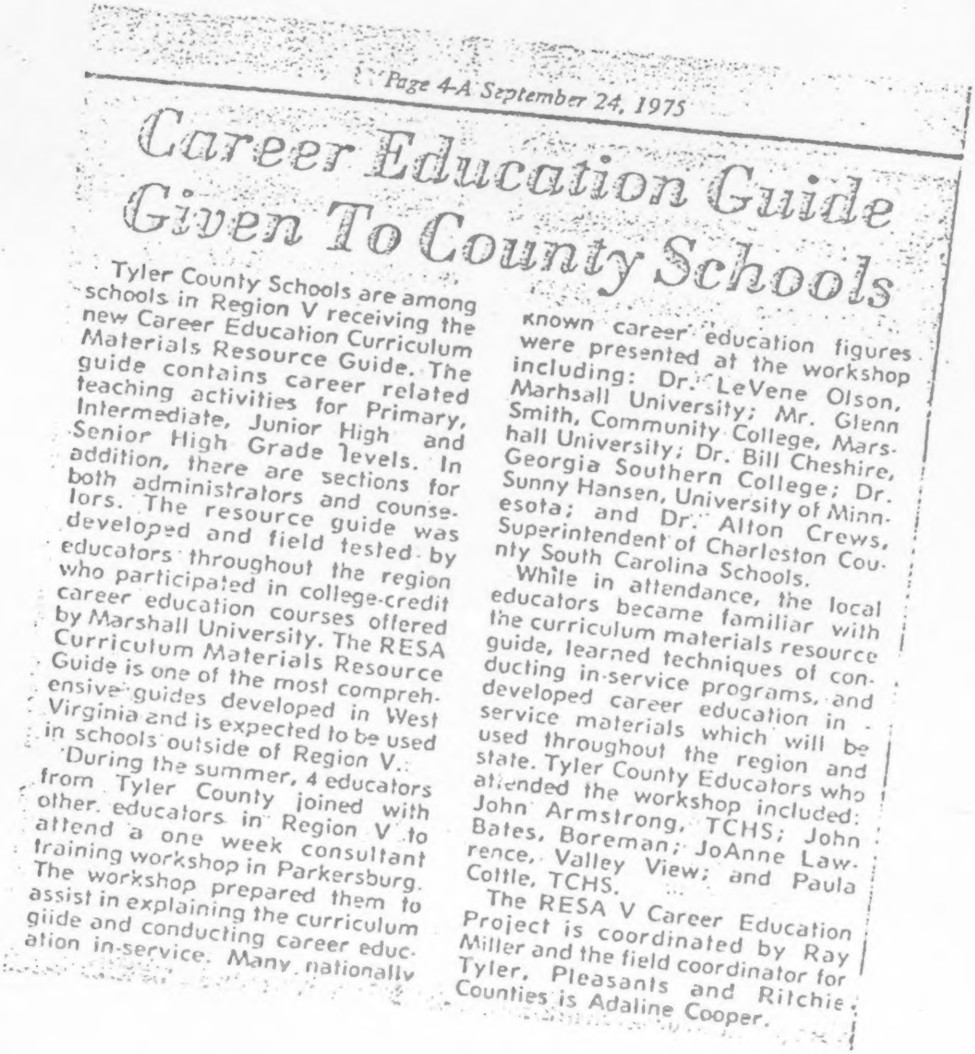
While in attendance, the local educators became familiar with the curriculum materials resource guide, learned techniques of conducting in-service programs, and developed career education in-service materials which will be used throughout the region and state.

Jackson County educators who attended the workshop included Linda Board, Sharon Gouckenour, Frank Hughes, Nancy Keefer, Carolyn Miihlbach, Nanch Nutter, Ellyn Parsons, John Ray, Shirley Tuttle, and Shirley Watson.

The RESA V Career Education Project is coordinated by Ray Miller and the field coordinator for Jackson and Roane Counties is Chuck Keefer.

THE TYLER COUNTY STAR NEWS
SISTERSVILLE, WV

Item 21



Page 4-A September 24, 1975

Career Education Guide Given To County Schools

Tyler County Schools are among schools in Region V receiving the new Career Education Curriculum Materials Resource Guide. The guide contains career related teaching activities for Primary, Intermediate, Junior High and Senior High Grade levels. In addition, there are sections for both administrators and counselors. The resource guide was developed and field tested by educators throughout the region who participated in college-credit career education courses offered by Marshall University. The RESA Curriculum Materials Resource Guide is one of the most comprehensive guides developed in West Virginia and is expected to be used in schools outside of Region V.

During the summer, 4 educators from Tyler County joined with other educators in Region V to attend a one week consultant training workshop in Parkersburg. The workshop prepared them to assist in explaining the curriculum giide and conducting career education in-service. Many nationally known career education figures were presented at the workshop including: Dr. LeVene Olson, Marhsall University; Mr. Glenn Smith, Community College, Marshall University; Dr. Bill Cheshire, Georgia Southern College; Dr. Sunny Hansen, University of Minnesota; and Dr. Alton Crews, Superintendent of Charleston County South Carolina Schools.

While in attendance, the local educators became familiar with the curriculum materials resource guide, learned techniques of conducting in-service programs, and developed career education in-service materials which will be used throughout the region and state. Tyler County Educators who attended the workshop included: John Armstrong, TCHS; John Bates, Boreman; JoAnne Lawrence, Valley View; and Paula Cottle, TCHS.

The RESA V Career Education Project is coordinated by Ray Miller and the field coordinator for Tyler, Pleasants and Ritchie Counties is Adaline Cooper.

Item 22

26 The Parkersburg News Sunday, August 18, 1974

2 Career Education Classes Are Offered

Registration for two 3-hour graduate college classes to be offered for professional educators in the Parkersburg area will be held Aug. 28.

"Curriculum Development 1st Class" (VTE 610, previously VTE 582) and "Practicum" (VTR 579, which requires completion of VTE 610) are being offered through Region V Career Education and Marshall University.

Registration will be held at 7 p.m., Aug. 28, at each of the three locations where the classes will be held — Calhoun County High School in Grantsville; Arch A. Moore, Jr., Vocational, Technical Center on Rt. 33, at the Roane - Jackson county line; and Parkersburg South High School.

Room assignments are not yet available, but will be posted at the building entrance on the first night of classes.

Persons taking the classes are being asked to pay the class fee required by Marshall University — $48 — as outlined below:

--Participants will be asked to develop certain materials relating to career education, with the instructor to give specific criteria for development.

--If the participants materials meet the criteria, the students will be refunded the cost of the class.

--Region V Career Education plans to duplicate parts of the material for distribution in Region V.

--Tuition payment for "Practicum VTE 579" will be paid by Region V Career Education Project.

A release from Region V Career Education stated that a participant who is enrolled in an approved program at Marshall University must check with his advisor or department chairman to determine if the three - hour credit course will apply.

Participants enrolled in West Virginia University may find the course unacceptable as part o the WVU program. However, the press release states, this does not prevent the participant from taking the hours at Marshall for renewal credit and / or advanced salary classifications. The rule is that all six hours for renewal must be taken at the same institution.

CE 010 436